

**STAFF ANALYSIS AND PROPOSED FINDINGS OF FACT REGARDING REVIEW OF
ALPHA: JOSÉ HERNÁNDEZ CHARTER SCHOOL DISTRICT APPEAL RENEWAL PETITION**

OCTOBER 16, 2024, posted OCTOBER 1, 2024

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Alpha: José Hernández (AJH) seeks approval to renew its Santa Clara County direct funded, district appeal charter school serving students in grades TK-8. AJH was initially approved in September 2013, for a three-year term to serve grades 6-8 and opened in August of 2014. AJH was renewed in 2016. It was also materially revised in 2015. AJH's current term expires June 30, 2025, as its current term was extended by operation of law for two years in 2021 and by one additional year in 2023. AJH has requested renewal for a term of two years from July 2025 through June 2027 due to its designation by the California Department of Education (CDE) as a school in the low performing category. AJH, located within the Alum Rock Union School District (ARUSD) boundaries, currently serves approximately 450 students.

PROCEDURAL STATUS

The Charter Schools Department (CSD) of the Santa Clara County Office of Education (County Office of Education or SCCOE) received a renewal charter petition (Renewal Petition or Charter), from Alpha: José Hernández on August 1, 2024. Alpha: José Hernández is operated and governed by Alpha Public Schools.¹ *Education Code (EC)* Sections 47607 and 47607.2 determine the length of charter renewal based on a charter school's placement in the high, middle, or low performance categories established by AB 1505. Pursuant to criterion in *EC* Sections 47607(c) and 47607.2(a), AJH is in the low performing category, and the school qualifies for denial of its charter, unless the authorizer finds the school should have a two-year renewal term (see further analysis below). If the charter is renewed by the Santa Clara County Board of Education (SCCBOE or County Board of Education²), the new term of the Charter would begin on July 1, 2025, and run through and including June 30, 2027. Renewals and material revisions of district appeal charters are governed by the standards and criteria set forth in *EC* Sections 47605, 47607 and 47607.2.

On September 4, 2024, the SCCBOE held a public hearing on the AJH Renewal Petition in accordance with the requirement to do so within 60 days of receipt. On September 9, 2024, SCCOE Staff conducted a renewal site visit and held interviews with AJH parents, students, staff, board members and representatives of APS leadership, the charter management organization.

Pursuant to *EC* Sections 47607, 47607.2 and 47605, the County Board of Education has 90 days from receipt of the Renewal Petition to act, which may be extended by an additional 30 days by mutual agreement. The SCCBOE will hold the decision hearing on October 16, 2024, to act on the AJH request for renewal.

¹ Throughout this document, Alpha Public Schools may be referred to for purposes of convenience as "APS," "CMO," or "Network," but the Alpha: José Hernández school and Alpha Public Schools may be referred to collectively, separately, or interchangeably as "AJH" or "Charter School" or "school."

² Throughout this document, references to "SCCBOE" or the "County Board of Education" are specifically to the Santa Clara County Board of Education. However, for purposes of convenience, the Santa Clara County Board of Education, the Santa Clara County Superintendent of Schools, and the Santa Clara County Office of Education may be collectively or separately referred to herein as "SCCOE."

In accordance with Board Policy 0420.4, SCCOE, AJH, and APS entered into a Memorandum of Understanding in 2017 (2017 MOU). By its terms, this 2017 MOU “shall continue in full force and effect during the period of any renewal granted by the SCCBOE or during the pendency of an appeal of a denial of a renewal request unless and until such time as the Parties enter into a replacement MOU or specifically agree in writing that the [2017] MOU is terminated.” The 2017 MOU governs the respective fiscal, operational, administrative responsibilities, legal relationships, and other matters not otherwise fully addressed or resolved by the terms of the current charter or the Renewal Petition. By its terms, the 2017 MOU is incorporated into the Renewal Petition by reference, therefore, its terms supplement the Renewal Petition submitted by AJH and were considered as part of SCCOE’s analysis of the Renewal Petition and informed this analysis, including the assessment of whether the Renewal Petition includes reasonably comprehensive descriptions of each required element of the Charter, and the 2017 MOU continues to bind the Parties unless and until revised or replaced by mutual agreement of the Parties, whether or not any specific provision of the 2017 MOU is referenced in this analysis.

SCCOE has provided AJH an updated memorandum of understanding (2024 MOU) that is consistent with changes to law since entering into the 2017 MOU and reflects SCCOE’s current best practices. AJH has expressed its intent to enter into an updated memorandum of understanding and has met with SCCOE to discuss the terms of the 2024 MOU. SCCOE anticipates AJH signing the updated 2024 MOU prior to SCCBOE action on the Renewal Petition, but if the 2024 MOU is not signed by AJH prior to SCCBOE action, SCCOE will continue to work with AJH on finalizing the updated 2024 MOU or an addendum to the current 2017 MOU as necessary to reflect current law and best practices and recommends that this be a condition of any renewal of AJH’s Charter.

The complete Renewal Petition on which the SCCBOE is acting is attached to the agenda item in BoardDocs and is also available for review at the following location: https://www.sccoe.org/supoffice/charter-schools-office/Documents/Alpha_Jose_Hernandez_Renewal_Petition.pdf

CRITERIA FOR RENEWAL OF A LOW PERFORMING CHARTER PETITION

Effective July 1, 2020, the legal standards for determining whether a charter petition should be renewed were updated. *EC* Section 47607(b) specifies that charter renewals “are governed by the standards and criteria described in Section 47605, and shall include, but not be limited to, a reasonably comprehensive description of any new requirement of charter schools enacted into law after the charter was originally granted or last renewed.”

Pursuant to *EC* Section 47605, a charter petition may be denied on the basis of written factual findings that support one or more of the following:

1. The charter school presents an unsound educational program for the pupils to be enrolled in the charter school.
2. The petitioners are demonstrably unlikely to successfully implement the program set forth in the petition.
3. The petition does not contain an affirmation of each of the conditions required by statute.
4. The petition does not contain a reasonably comprehensive description of all the required elements.
5. The petition does not contain a declaration of whether the charter school shall be deemed the exclusive public employer of the employees of the charter school for purposes of the Educational Employment Relations Act (EERA).

As an “additional criterion” for determining whether a charter should be renewed, the chartering authority is required to consider the charter school’s performance on the state and local indicators included in the California School Dashboard. For this purpose, charter schools are now divided into high, middle, and low performance categories, plus Dashboard Alternative Status Schools (DASS), based on their performance during the two

consecutive years immediately preceding the renewal decision. The pertinent renewal standards and the available length of the renewal term are dependent on this categorization. (EC Section 47607 and 47607.2.)

The CDE annually creates a list of all charter schools and ranks their academic performance indicators from the California School Dashboard, specifying whether each school is in the high, middle, or low performing category, or is a DASS program school. This list was intended to relieve the burden on chartering authorities and provide a starting place for the renewal process. The CDE has designated AJH as a “low” performing charter school for purposes of this renewal request.

As defined in EC Section 47607.2(a)(1), “low” performing charter schools are those that met one of the following criteria for the two consecutive years immediately preceding the renewal decision:

- i. *The schoolwide student group is in the two lowest performance bands for all indicators on the California Dashboard for the two years prior to renewal, OR*
- ii. *The schoolwide student group performs at the same level or lower than the State average and a majority of subgroups performing statewide below the state average received performance levels that are lower than the state average in all academic indicators on the California Dashboard for the two years preceding to renewal.*

Low performing charter schools are not to be renewed; however, the chartering authority may make an exception and renew a low performing school for two years if the chartering authority makes both of the following written factual findings, setting forth facts to support the findings:

- i. *The charter school is taking meaningful steps to address the underlying cause or causes of low performance, and those steps are or will be reflected in a written plan adopted by the charter school’s governing board, AND*
- ii. *There is clear and convincing evidence, demonstrated by verified data, that the charter school has either achieved measurable increases in academic achievement, as defined by at least one year’s progress for each year in school, or the charter school has demonstrated strong postsecondary outcomes.*

Also, a chartering authority may deny renewal of a charter school in any of the performance categories if it finds the school is demonstrably unlikely to successfully implement the program due to any of the following:

- a. *Substantial fiscal factors,*
- b. *Substantial governance factors, or*
- c. *The charter school is not serving all pupils who wish to attend.*

In such cases, the chartering authority must provide the charter school at least 30 days’ notice of the alleged violation(s) and provide the charter school with a reasonable opportunity to cure the violation(s), including a corrective action plan proposed by the charter school. Pursuant to EC Section 47607(e), the County Board of Education may then deny renewal on these bases only if it makes either of the following findings:

- a. *The corrective action proposed by the charter school has been unsuccessful*
- b. *The violations are sufficiently severe and pervasive as to render a corrective action plan unviable*

DETERMINATION CRITERIA FOR RENEWAL OF AJH

As stated above, CDE has designated AJH as a school in the low performance category for purposes of this renewal. In its Renewal Petition, AJH states it meets the minimum required academic performance standards, and its

academic performance supports its Charter being considered for renewal. To assess its academic performance against the criteria for low-performing charter schools, AJH submitted its data from the California Assessment of Student Performance and Progress (CAASPP) as well as comparison data for the local district and the local district schools AJH students would otherwise have attended. AJH additionally submitted data from of the Northwest Evaluation Association’s Measures of Academic Progress (NWEA MAP), a valid and reliable assessment adopted by the State Board of Education (SBE) as verified data for use in the renewal process by charter schools in the low and middle performance categories as an indicator of academic achievement. Charter schools in the low performance category seeking a two-year renewal must use this verified data to show an increase in academic achievement of at least one-year’s growth for each year in school. AJH states the data submitted on pages 25 through 41 of the Renewal Petition establishes that, while AJH is a school in the low performing category, the students have met the academic achievement requirement and have thereby met the threshold criteria for a two-year charter renewal. Staff has not reproduced all the information provided by AJH in this Staff Analysis and Proposed Findings of Fact but incorporates it and the CAASPP data herein by this reference.

AJH also submitted additional data and information in response to questions that arose during Staff’s review of the Renewal Petition and at the September 4, 2024, public hearing on the renewal Charter, which was conducted as part of the consideration of the renewal request.

The data below represents key data provided by AJH and/or available for consideration of AJH’s academic performance.

School Academics

California School Dashboard Data

In 2017, the State of California instituted the California School Dashboard (<https://www.caschooldashboard.org/>) to help parents and educators identify strengths and areas for improvement. The Dashboard reports how districts, schools (including charter and DASS schools), and student groups are performing across state and local measures. For state measures, performance is based on two factors: (1) current year results, or Status; and (2) whether results improved or declined from the prior year, or Change. Performance on state measures, using comparable statewide data, is represented by one of five colors with Red being lowest and Blue being highest (see Object 1 below). A performance level, or color is not provided on the Dashboard when a student group has fewer than 30 students. However, the Status and Change data will be displayed. Further, when a student group has fewer than 11 students, the group does not receive a performance level (color) and the group’s Status and Change are not displayed to protect the anonymity of the students. This information is represented by using a grey color gauge with the words “No Performance Color.”

Object 1: California Dashboard Performance Color Chart



There was no data in 2019-20 or 2020-21 due to the cancelation of statewide testing due to COVID-19 in 2019-20, and AJH did not administer the CAASPP in 2020-21 in accordance with the flexibility granted by CDE during that school year. The 2022 Dashboard (based on 2021-22 data) did not have any prior year data for comparison and,

therefore, only included Status levels. No Change was included. The 2023 Dashboard (based on 2022-23 data) had prior year data for comparison. Thus, Change was reinstated. The following data is based on 2022 and 2023 Dashboard data which shows the performance level colors, or the Status from 2022-23, and the Change, or the difference (growth or decline), from 2021-22.

Object 2: AJH Performance on 2023 California School Dashboard

2023 CALIFORNIA SCHOOL DASHBOARD										
	ELA		Math		ELPI		Chronic Absenteeism		Suspension	
	DFS	Level	DFS	Level	Rate	Level	Rate	Level	Rate	Level
All Students	-93.3	RED	-125	ORANGE	48.0	GREEN	37.3	RED	6.2	RED
Hispanic/Latino	-96.9	RED	-131.6	RED			37.8	RED	6.5	RED
English Learners (EL)	-115.3	RED	-144	ORANGE			38.8	RED	6.1	RED
Students with Disabilities (SWD)	-151.5	RED	-221.1	RED			39.3	RED	6.3	RED
Socioeconomically Disadvantaged (SED)	-95.8	RED	-126.5	RED			37.3	RED	13.8	RED

In 2022-23, AJH received a Distance from Standard (DFS) score of -93.3 points in ELA and declined -13 points from the prior year, making the performance level for all students Red. AJH received a DFS score of -125 points in Math and increased performance +4.5 points from the prior year, making the performance level for all students Orange. Yet, when compared to the State, AJH was outperformed in Math and ELA. Further, while 48% of students at AJH improved on the English Learner Proficiency Indicator (ELPI), the State average was 48.7%, seven tenths of a percent above that of AJH. Had AJH scored eight tenths of one percent better on the ELPI, the schoolwide student group would have performed above the statewide average, and AJH would have been deemed a middle performing charter school instead of receiving its current low performing charter school designation.

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Object 3: 2022 and 2023 California School Dashboard Student Group Report for AJH

	Suspension Rate		Chronic Absenteeism		English Language Arts		Mathematics		English Learner Progress	
	2022	2023	2022	2023	2022	2023	2022	2023	2022	2023
All	HIGH 0%	RED 6.2%	VERY HIGH 36.2%	RED 37.3%	VERY LOW -80.3 DFS	RED -93.3 DFS	VERY LOW -129.5 DFS	ORANGE -125 DFS	LOW 37.2%	GREEN 48%
EL	HIGH 0%	RED 6.1%	VERY HIGH 36%	RED 38.8%	VERY LOW -112.9 DFS	RED -115.3 DFS	VERY LOW -158.8 DFS	ORANGE - 144 DFS		
SED	HIGH 0%	RED 6.3%	VERY HIGH 35.8%	RED 37.3%	VERY LOW - 78.4 DFS	RED -95.8 DFS	VERY LOW -127.4 DFS	RED -126.5 DFS		
SWD	HIGH 0%	RED 13.8%	VERY HIGH 31.8%	RED 39.3%	VERY LOW -144.1 DFS	RED -151.5 DFS	VERY LOW -186.2 DFS	RED -221.1 DFS		
Asian	NPL	NPC	NPL	NPC	NPL	NPC	NPL	NPC		
Hispanic/ Latino	HIGH 0%	RED 6.5%	VERY HIGH 37.2%	RED 37.8%	VERY LOW -83.6 DFS	RED -96.9 DFS	VERY LOW -132.5 DFS	RED -131.6 DFS		
White	NPL	NPC	NPL	NPC	NPL	NPC	NPL	NPC		
African American	NPL	NPC	NPL	NPC	NPL	NPC	NPL	NPC		
American Indian	NPL	NPC	NPL	NPC	NPL	NPC	NPL	NPC		
Filipino	NPL	NPC	NPL	NPC	NPL	NPC	NPL	NPC		

*No performance level (NPL) given for groups of less than 30 students. Status rates are not given for groups of less than 11 students.

**No performance color (NPC) given for groups of less than 30 students.

Many areas of the AJH Dashboard have no performance color (“NPC”), or (“NPL”) due to the small size of the student group tested. It is notable that 48% of AJH students made progress on the ELPI while 48.7% of students across the State made progress on the ELPI, causing AJH to be in the low performance category due to underperforming the State on all academic indicators. Object 4 below shows the Status and Change information from the 2022 and 2023 Dashboard indicators. For most of the Dashboard measures, the desired outcome is a high number or percent in the current year as well as an increase from the prior year. A distinguishing feature of the suspension measure is the desired outcome is a low suspension rate, which means a low percent in the current year and a decline from the prior year rate. At AJH, both suspensions and chronic absenteeism rates increased for all students and for all numerically significant student groups.

Object 4: 2023 California School Dashboard Student Status and Change Report for AJH

	Suspension Rate	Chronic Absenteeism	English Language Arts	Mathematics	English Learner Progress
All	Increased 6.2%	Increased 1.1%	Declined 13 points	Increased 4.5 points	Increased 13.2%
EL	Increased 6.1%	Increased 2.8%	Maintained -2.4 points	Increased 14.8 points	
SED	Increased 6.3%	Increased 1.5%	Declined 17.3 points	Maintained 0.9 points	
SWD	Increased 13.8%	Increased 7.5%	Declined 7.5 points	Declined 34.9 points	
Asian	NPC	NPC	NPC	NPC	
Hispanic/ Latino	Increased 6.5%	Increased 0.7%	Declined 13.3 points	Maintained 0.9 points	
White	NPC	NPC	NPC	NPC	
African American	NPC	NPC	NPC	NPC	
American Indian	NPC	NPC	NPC	NPC	
Filipino	NPC	NPC	NPC	NPC	

**No performance color (NPC) given for groups of less than 30 students. Status rates are not given for groups of less than 11 students. Suspension Rate and Chronic Absenteeism are reverse metrics, therefore increasing in score is not desired.
**No scores are given for groups of less than 11 students.*

Objects 5 and 6, below, show data comparing the Dashboard indicators for all students and by student group for AJH and the State in 2021-22 and 2022-23. Although AJH failed to outperform the State, it showed growth on the English Learner Progress Indicator and earned green on the Dashboard for 2022-23 demonstrating AJH’s progress in serving an historically underperforming group.

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Object 5: 2022 California School Dashboard Student Group Data for AJH and the State

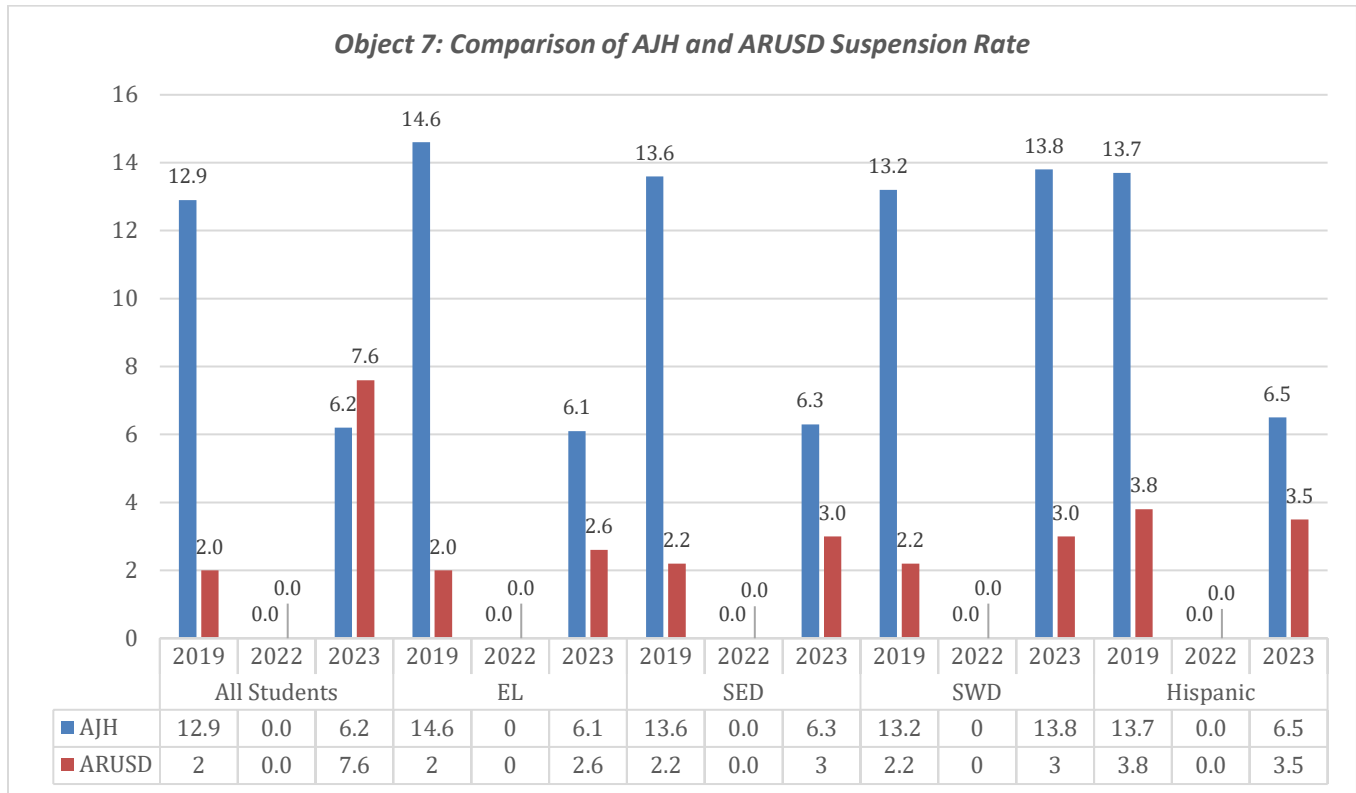
	Suspension Rate		Chronic Absenteeism		English Language Arts		Mathematics		English Learner Progress	
	AJH	State	AJH	State	AJH	State	AJH	State	AJH	State
All	HIGH 0%	MEDIUM 3.1%	VERY HIGH 36.2%	VERY HIGH 30%	VERY LOW -80.3 DFS	LOW -12.2 DFS	VERY LOW -129.5 DFS	LOW -51.7 DFS	LOW 37.2%	MEDIUM 51.7%
EL	HIGH 0%	MEDIUM 3.2%	VERY HIGH 36%	VERY HIGH 33.6%	VERY LOW -112.9 DFS	LOW -61.2 DFS	VERY LOW -158.8 DFS	LOW -92 DFS		
SED	HIGH 0%	MEDIUM 4%	VERY HIGH 35.8%	VERY HIGH 37.4%	VERY LOW - 78.4 DFS	LOW -41.4 DFS	VERY LOW -127.4 DFS	LOW -84 DFS		
SWD	HIGH 0%	HIGH 5.4%	VERY HIGH 31.8%	VERY HIGH 39.6%	VERY LOW -144.1 DFS	VERY LOW -97.3 DFS	VERY LOW -186.2 DFS	VERY LOW -130 DFS		
Hispanic/Latino	HIGH 0%	MEDIUM 3.3%	VERY HIGH 37.2%	VERY HIGH 35.8%	VERY LOW -83.6 DFS	LOW -38.6 DFS	VERY LOW -132.5 DFS	LOW -83.4 DFS		

Object 6: 2023 California School Dashboard Student Group Data for AJH and the State

	Suspension Rate		Chronic Absenteeism		English Language Arts		Mathematics		English Learner Progress	
	AJH	State	AJH	State	AJH	State	AJH	State	AJH	State
All	RED 6.2%	ORANGE 3.5%	RED 37.3%	YELLOW 24.3%	RED -93.3 DFS	ORANGE -13.6 DFS	ORANGE -125 DFS	ORANGE -49.1 DFS	GREEN 48%	YELLOW 48.7%
EL	RED 6.1%	ORANGE 3.7%	RED 38.8%	YELLOW 26.3%	RED -115.3 DFS	ORANGE -67.7 DFS	ORANGE - 144 DFS	ORANGE -93.4 DFS		
SED	RED 6.3%	ORANGE 4.5%	RED 37.3%	YELLOW 29.9%	RED -95.8 DFS	ORANGE -42.6 DFS	RED -126.5 DFS	YELLOW -80.8 DFS		
SWD	RED 13.8%	ORANGE 5.9%	RED 39.3%	YELLOW 33.1%	RED -151.5 DFS	RED -96.3 DFS	RED -221.1 DFS	ORANGE -127.3 DFS		
Hispanic/Latino	RED 6.5%	ORANGE 3.8%	RED 37.8%	YELLOW 28.4%	RED -96.9 DFS	ORANGE -40.2 DFS	RED -131.6 DFS	ORANGE -80.8 DFS		

Object 7, below, shows data comparing the suspension indicator by student group for AJH and ARUSD in 2018-19, 2021-22, and 2022-23 (in 2019-20 and 2020-21 publication of the California Schools Dashboard was suspended due to COVID). ARUSD showed mixed results schoolwide and for each student group year over year. In 2021-22, the Dashboard reported zero suspensions for all students and all numerically significant student groups at AJH due to a technical mapping error. AJH provided in its petition the correct suspension data, showing the school had a 3.4% suspension rate in 2021-22. The increase from the erroneous 0% suspension rate in 2021-22 to an increase in suspensions in 2022-23 caused AJH to have a red indicator for all students and for numerically

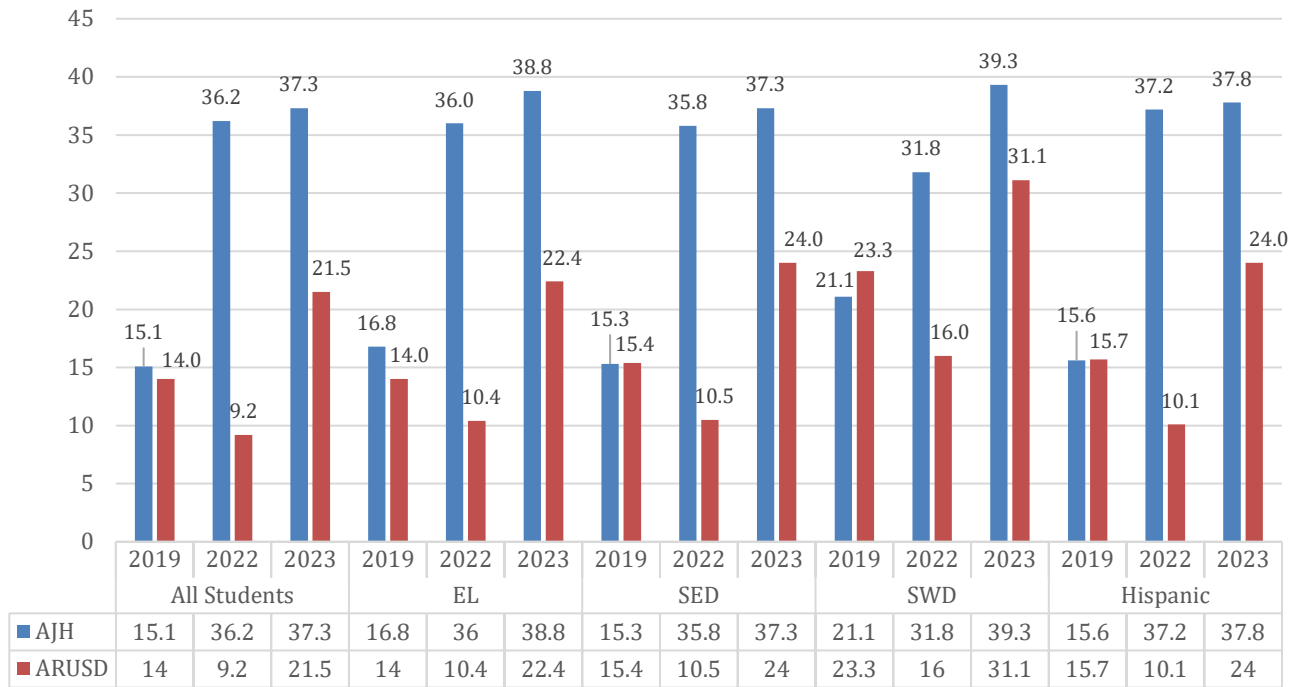
significant student groups. Had the error not occurred AJH would have shown a 2.8% increase and an orange performance level for suspensions. Otherwise, AJH showed the desired decreases for all students and almost all student groups from 2018-19 to 2022-23.



Object 8, below, displays Dashboard data comparing the chronic absenteeism rate indicator by student group for AJH and ARUSD in 2018-19, 2021-22, and 2022-23 (in 2019-20 and 2020-21 publication of the California Schools Dashboard was suspended due to COVID). For suspension rate and chronic absenteeism rates, the metric is reversed. Therefore, the desired outcomes are for suspensions and chronic absenteeism rates to be low and decline. In each of the years compared, AJH student groups, had a higher chronic absenteeism rate than ARUSD. Moreover, the chronic absenteeism rate is increasing for AJH instead of decreasing. However, in 2018-19, prior to COVID, the chronic absenteeism at AJH was on par with ARUSD.

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Object 8: Comparison of AJH and ARUSD Chronic Absenteeism Rate



Data retrieved from: www6.cde.ca.gov/californiamodel/

* An asterisk indicates there are fewer than 11 students, the minimum size for any reporting

CAASPP Data

The tables below reflect the CAASPP data (<https://caaspp-elpac.cde.ca.gov>) verified by SCCOE staff while determining AJH’s schoolwide student performance and progress relative to the district and schools with the largest student populations enrolled at AJH. Due to COVID-19, all statewide testing for 2019-20 was cancelled. Further, AJH submitted its Renewal Petition at the beginning of the 2024-25 school year, prior to the expected October 2024 release of 2023-24 testing results. The tables below constitute the most recent academic data available for review. Statewide summative testing begins at third grade; therefore, the charts contain data only for the tested grade levels (third through eighth) served by AJH.

Object 9: Percentage of ALL STUDENTS at or Above Standard on CAASPP in ELA and Math at AJH, ARUSD, and Statewide

2022-23 CAASPP (ELA)			
Grade	AJH	ARUSD	State
3	10.34	21.73	42.96
4	*	23.90	43.73
5	17.86	31.86	46.69
6	13.79	20.43	44.16
7	22.95	26.60	47.44
8	25.00	30.58	45.66
All	18.11	25.92	45.11

2022-23 CAASPP (Math)			
Grade	AJH	ARUSD	State
3	13.79	28.85	45.11
4	*	22.13	40.79
5	10.71	18.95	33.38
6	3.45	17.90	33.19
7	16.39	16.78	33.16
8	10.00	15.60	29.94
All	10.95	20.05	35.93

* No testing data available for grade 4 at AJH in 2022-23, as 4th grade was added to the school in 2023-24

Object 9, above, reflects the 2022-23 CAASPP results in English Language Arts (ELA) and Math for AJH, ARUSD, and the State. In ELA and Math, AJH underperforms both ARUSD and the State. While the State serves students K-12, the State scores here represent only grades 3-8 to show comparison to AJH and ARUSD. Grade 11 scores are not included for the State.

Object 10: Four-Year Trend of the Percentage for ALL STUDENTS at or Above Standard on CAASPP ELA and Math at AJH, ARUSD, and Statewide

Four-Year Trend CAASPP (ELA)				
	17-18	18-19	21-22	22-23
AJH	31.15	32.43	20.10	18.11
ARUSD	38.67	38.10	28.13	25.92
State	49.88	46.66	45.74	45.11

Four-Year Trend CAASPP (Math)				
	17-18	18-19	21-22	22-23
AJH	20.44	23.44	8.33	10.95
ARUSD	30.43	29.17	18.85	20.05
State	38.65	34.62	34.51	35.93

Data for 2019-20 is NA or not available due to cancelation of statewide testing due to COVID-19. AJH and ARUSD did not administer the CAASPP in 2020-21, in accordance with the flexibility granted by the CDE during that school year.

Object 10, above, reflects schoolwide student achievement in ELA and Math across the last four years of available CAASPP data for AJH, ARUSD, and the State. Due to COVID-19 and the suspension of statewide testing, the California School Dashboard was suspended for 2020 and 2021. While the AJH results reflect a rate of progress below that in ARUSD and the State, and AJH’s scores declined in ELA for 2022-23 from 2021-22, AJH’s scores increased in ELA and Math from 2017-18 to 2018-19, prior to COVID, and show an upward trajectory in Math from 2021-22 to 2022-23.

Object 11: Four-Year Trend of the Percentage of Numerically Significant Student Groups at or Above Standard on CAASPP in ELA and Math for AJH Grades 3-8

Four-Year Trend CAASPP (ELA)				
	17-18	18-19	21-22	22-23
ALL	31.15	32.43	20.10	18.11
SWD	2.44	8.11	0.00	3.23
Hispanic/Latino	28.47	31.05	18.69	16.33
SED	29.05	30.53	20.85	16.48
EL	14.43	13.55	0.84	7.23

Four-Year Trend CAASPP (Math)				
	17-18	18-19	21-22	22-23
ALL	20.43	23.44	8.33	10.95
SWD	2.50	2.70	0.00	3.23
Hispanic/Latino	16.26	21.61	6.63	9.39
SED	17.85	18.05	8.65	10.59
EL	8.25	12.57	0.00	4.28

Data for 2019-20 is NA or not available due to cancelation of statewide testing due to COVID-19. Data for 2020-21 is NA or not available as AJH did not administer the CAASPP in accordance with the flexibility granted by the CDE during that school year.

Object 11, above, reflects the CAASPP results for all students and the numerically significant student groups at AJH over the last four years of available data. As stated above, there is no data for 2019-20 or 2020-21. Prior to the pandemic, all students, and each numerically significant student group, except EL, showed increases in the percentage of students at or above standard in ELA, and in math all students and every numerically significant student group showed an increase. Following the pandemic, only SWD and ELs show increases in the percentage of students at or above standard in ELA while all other student groups declined from 2021-22 to 2022-23, and in math all students and each student group showed increases in the percentage of students reaching and exceeding standard. With the exception of SWD, which shows an increase in the percentages of students at or above

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standard in ELA from 17-18 to 22-23, the ELA data shows decreases in the percentage of all students and the remaining numerically significant student groups. All students and the other numerically significant student groups all declined across the data period. Math shows a similar pattern. While growth is made periodically during the time frame for various groups, SWD showed an increase across the charter term, demonstrating AJH’s progress in serving a historically underperforming group. All students and the other numerically significant student groups showed declines across the charter term.

Object 12: Comparison of the Percentage of Students at or Above Standard on 2023 CAASPP ELA Results for ARUSD, AJH, and ARUSD Schools Near AJH

2022-23 CAASPP (ELA)					
Group	AJH	ARUSD	Aptitud	Hubbard	State**
ALL	18.11	25.92	22.26	17.16	45.10
SED	16.48	20.86	20.88	14.23	33.44
Hispanic/Latino	16.33	20.41	20.08	13.55	34.22
EL	7.23	5.98	9.49	2.56	10.53
SWD	3.23	4.48	0.00	2.78	15.57

***The State of California serves students TK-12, but for purposes of comparison to AJH, the scores below only include grades 3-8 (grade 11 is not included).*

Object 13: Comparison of the Percentage of Students at or Above Standard on 2023 CAASPP Math Results for ARUSD, AJH, and ARUSD Schools in Close Proximity (percentage at or above standard on CAASPP)

2022-23 CAASPP (Math)					
Group	AJH	ARUSD	Aptitud	Hubbard	State**
ALL	10.95	20.05	22.26	13.17	35.93
SED	10.59	15.47	19.84	11.31	23.96
Hispanic/Latino	9.39	14.01	17.44	10.36	23.98
EL	4.28	7.59	10.96	3.73	9.63
SWD	3.23	4.48	3.13	0.00	13.40

***The State of California serves students TK-12, but for purposes of comparison to AJH, the scores below only include grades 3-8 (grade 11 is not included).*

Objects 12 and 13, above, reflect the 2022-23 CAASPP data as compared to ARUSD and the ARUSD schools that AJH students would otherwise have attended. Like AJH, Aptitud and Hubbard are both TK-8 schools. Overall, AJH’s ELA scores outperform Hubbard, but are surpassed by ARUSD, Aptitud, and the State. In Math, AJH is outperformed by ARUSD, all comparison schools, and the State.

As stated above, AJH submitted its Renewal Petition on August 1, 2024, prior to the 2023-24 academic achievement data being made publicly available in October 2024. As a low performance category charter school, if renewal is granted, the term would only be for two years, through June 30, 2027. Were AJH to submit its renewal

request prior to the public availability of the CAASPP data for the penultimate year of its term – 2025-26 – the available statewide academic data for consideration of the renewal request and potentially for establishing AJH’s performance category would be from 2023-24 and 2024-25, so would include the last school year before the *current* renewal request was even submitted. This would make it difficult to assess AJH’s performance, including the effectiveness of its board-adopted plan for improving performance. As such, CSD Staff recommends that if the Charter is renewed, AJH agrees in the MOU or an amendment thereto not to submit its next request for renewal prior to the earlier of the public availability of its 2025-26 CAASPP data or December 1, 2026, in order to endeavor to provide adequate performance data on which to base the next renewal decision while providing an adequate timeline to process AJH’s request for renewal.

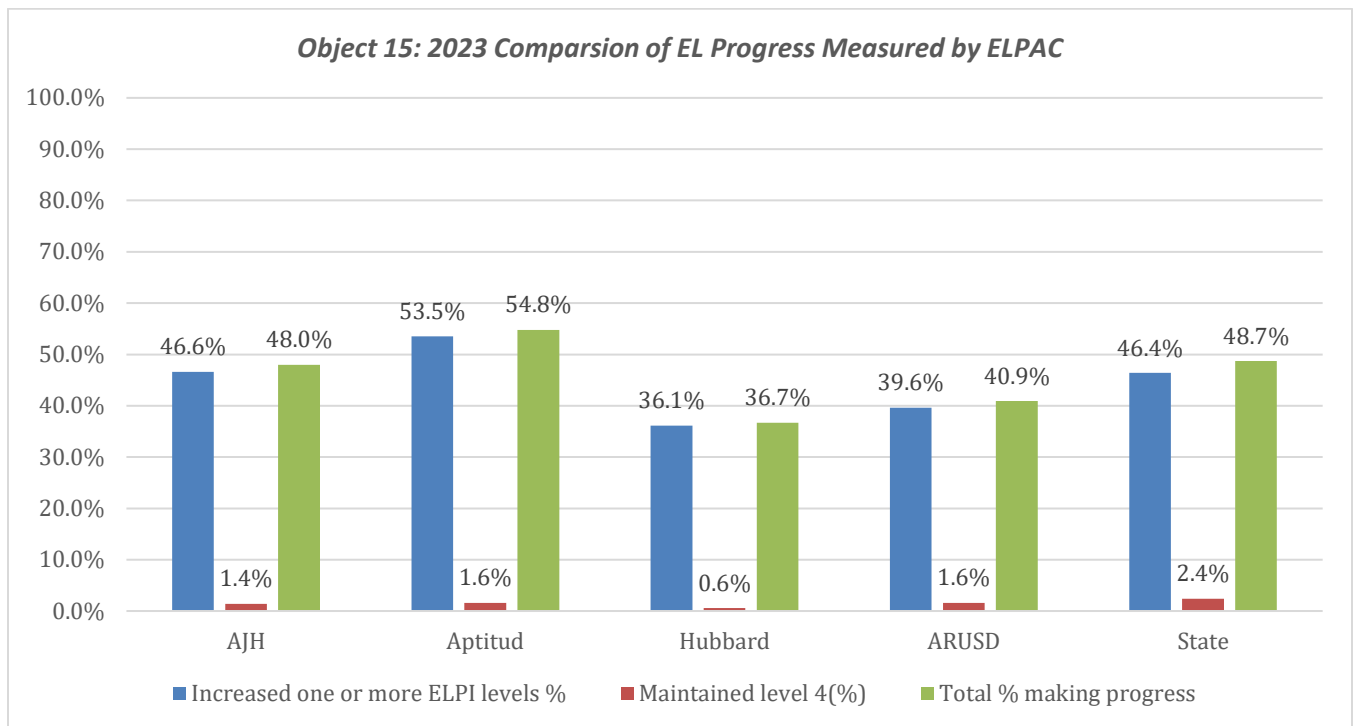
ELPAC Data

Objects 14 and 15, below (from <https://caaspp-elpac.cde.ca.gov/>), reflect the 2022-23 English Language Proficiency Assessment of California (ELPAC) data as compared to the schools in ARUSD that AJH students otherwise would have attended, Aptitud and Hubbard are both TK-8 schools located in ARUSD. Of the comparison schools, AJH had the second highest percentage of students who went up one or more English Language Progress Indicator (ELPI) levels.

Object 14: 2023 Comparison of EL Progress Measured by ELPAC

	AJH	Aptitud	Hubbard	ARUSD	State
Increased one or more ELPI levels	46.6%	53.5%	36.1%	39.6%	46.4%
Maintained level 4	1.4%	1.6%	0.6%	1.6%	2.4%
Total % making progress	48%	54.8%	36.7%	40.9%	48.7%
Performance Level	Green	Green	Red	Orange	Yellow
Number of Students	221	188	158	2,368	829,209

Object 15: 2023 Comparison of EL Progress Measured by ELPAC



School Improvement Plan

As part of the Renewal Petition, AJH submitted an academic performance improvement plan, titled “School Improvement Plan” that was approved by the APS Board on July 24, 2024. This School Improvement Plan is intended to remediate the root causes of AJH’s placement in the low performance category, based on AJH’s California School Dashboard for two years in the three academic indicators that apply to AJH: English Language Arts (ELA), Math, and the English Learner Performance Indicator (ELPI).

The School Improvement Plan addresses the three academic indicators named above as well as Chronic Absenteeism and Suspension Rate. The School Improvement Plan breaks each indicator down into a year-by-year overview of actions taken to address the root causes, both from a historical perspective within the 2023-24 school year and the current plan to be implemented in the 2024-25 school year. Each year is then further broken down into sections reporting on the actions to remediate the performance gaps for four key subgroups: English Learners (ELs), students who identify as Hispanic or Latino, students who are socioeconomically disadvantaged (SED), and students with disabilities (SWD). The plan outlines a series of actions and metrics for each indicator, as well as a series of actions and metrics for each subgroup within each indicator.

CSD staff reviewed the School Improvement Plan and found that while some of the actions were focused on improving root causes for student achievement, many of the actions were repeated verbatim in each different section. Many of the same interventions occurred in the section for ELA as in the math section. Similarly, the same interventions would occur from subgroup to subgroup with little to no differentiation for subgroup qualities included. These observations were shared as feedback during the September 9, 2024, site visit and emailed to AJH leadership on September 13, 2024.

On September 6, 2024, AJH shared an additional action plan document used to track the progress of the School Improvement Plan. This “tracker” provided additional detail, such as the staff member responsible for overseeing the execution of each action, the status of the action, narrative descriptions of the status of the action, and documents connected to the progress of the action. In addition, more subgroup-focused items were added to the School Improvement Plan targeting specific needs of the subgroups. This tracker is a live document, and AJH has granted CSD staff view-only access to it, in order to increase transparency on AJH’s progress toward full implementation. To better address specific student group needs, AJH needs to refine its School Improvement Plan, including, but not limited to, integrating the differentiated actions from the tracker into the Plan. The updated plan must then be reapproved by the Board. Additionally, to monitor the success of the implementation of the School Improvement Plan, CSD Staff recommends the charter school submit its local assessment data results at least twice a year, October and May, and that it be required to attend quarterly School Improvement Plan progress meetings with the CSD.

During the site visit on September 9, the CSD staff focused on observing as many elements of the School Improvement Plan that had been implemented as possible. A majority of the School Improvement Plan focuses on training and development of AJH staff, but CSD staff was able to observe and verify student-facing strategies in use, such as high-dosage tutoring.

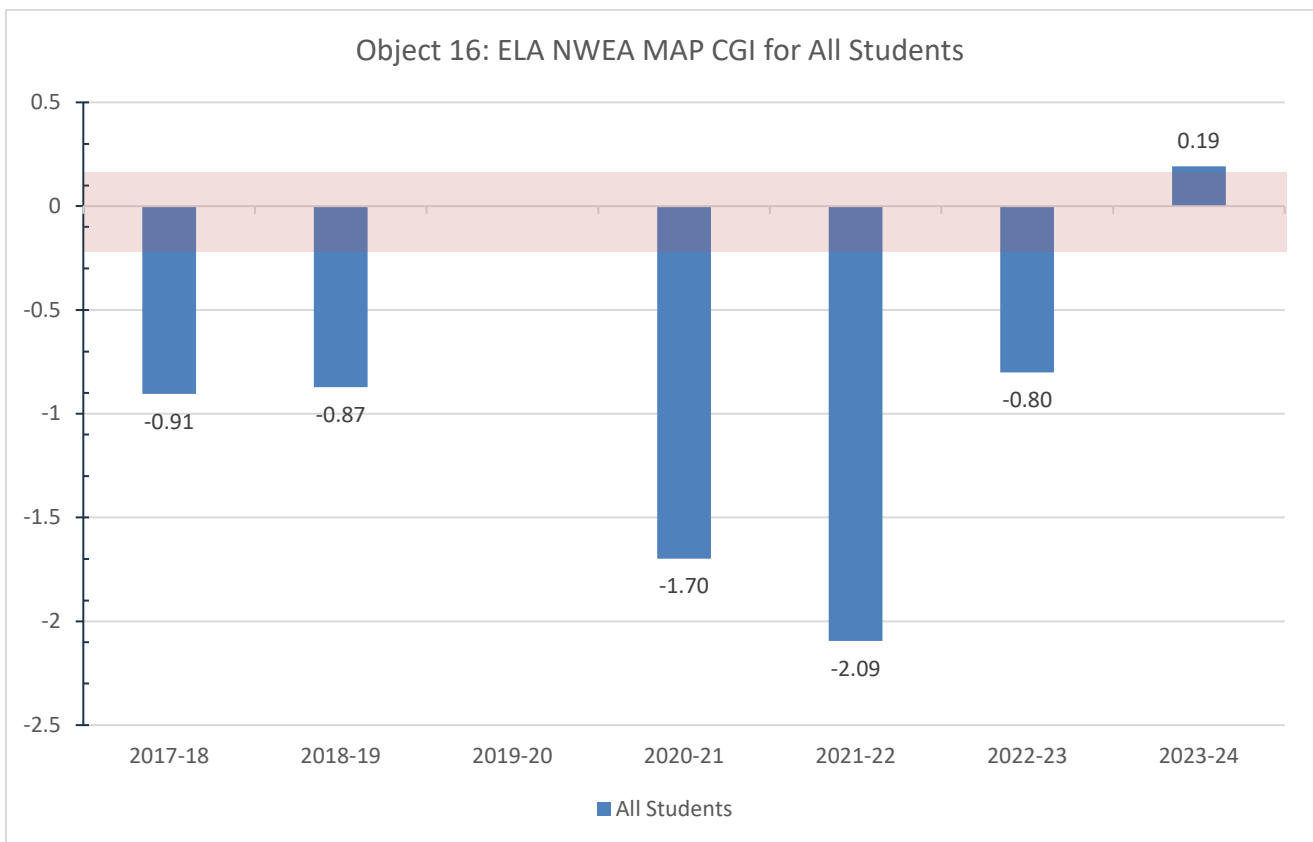
As such, based on this factual analysis and findings regarding the School Improvement Plan, CSD staff finds that AJH is taking meaningful steps to address the underlying causes of low performance and the School Improvement Plan, as adopted by the APS Board on July 24, 2024, sets forth *some* of those meaningful steps. However, for the reasons explained above, CSD staff finds it is necessary for AJH to update and refine the School Improvement Plan to address the concerns identified by CSD Staff and for the APS Board to adopt a revised plan that meets these requirements as a condition of renewal in order to support the finding that those steps will be reflected in a written plan adopted by AJH’s governing board. As a condition of approval, AJH staff must meet with CSD staff

quarterly to provide an update on the progress of the implementation of the School Improvement Plan and to examine student progress data used to measure success of the improvement actions.

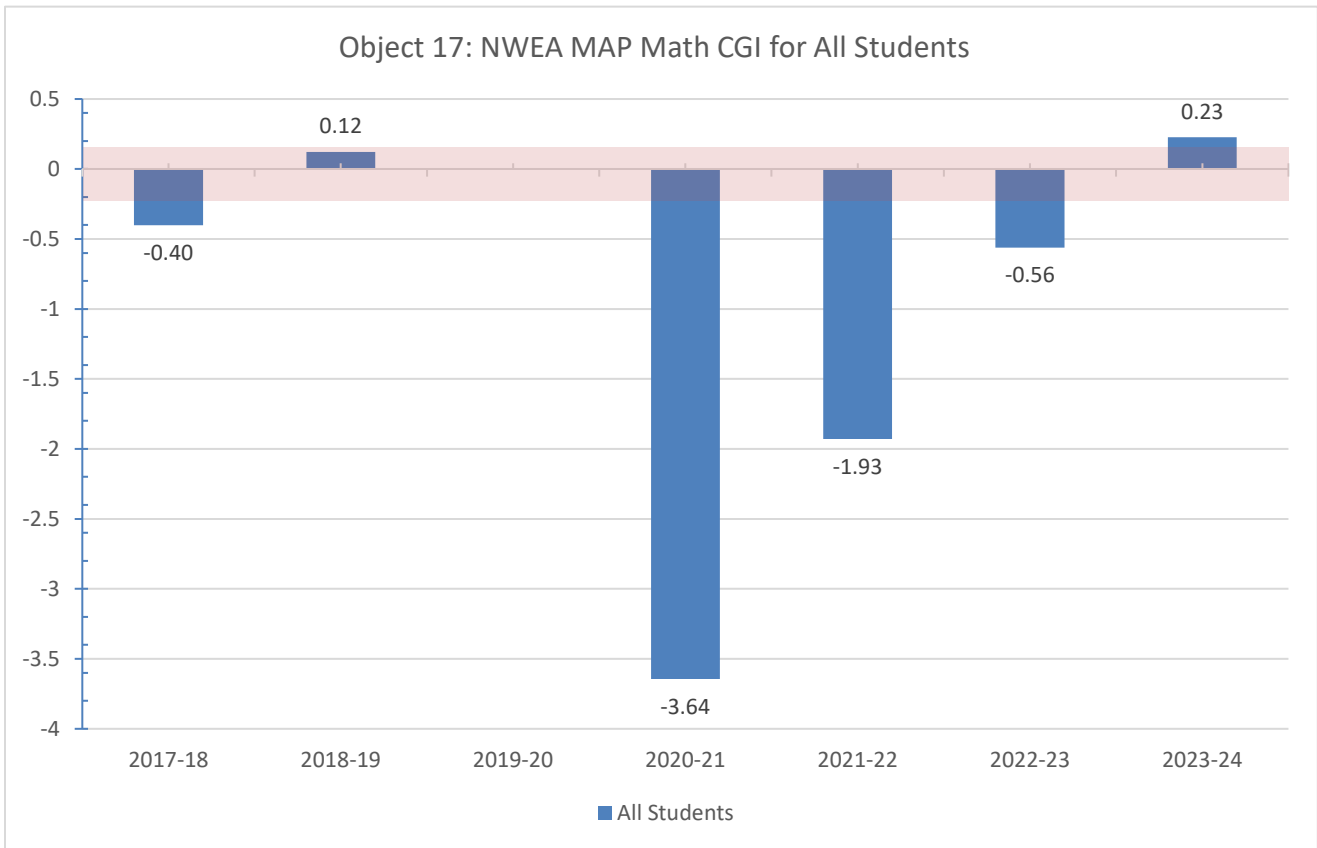
Verified Data

Per EC 47607.2(a), schools in the low performance category must provide additional sources of verified data to provide clear and convincing evidence to support renewal, including in AJH’s case that the school achieved measurable increases in academic achievement. The verified data come from a list of valid and reliable assessments and measures adopted by the State Board of Education. AJH provided data from the Northwest Evaluation Association’s (NWEA) Measures of Academic Progress (MAP) assessments to show academic growth by its students. Guidance from NWEA states schools and other educational partners can use the Conditional Growth Index (CGI) to measure the growth of groups of students, and average CGI scores within the -0.2 and 0.2 range are considered to have met growth targets for one year.

In Object 16 and Object 17 below, the CGI for each year of the charter term has been tracked for all students each year. The pink bar highlights the “one year’s growth” range of -0.2 to 0.2. In both ELA and Math, all students at AJH made one year’s growth in the 2023-24 school year, however, positive progress trends are also visible across the charter term. Between the 2017-18 and 2018-19 school years, AJH students were showing growth on the MAP for Math and an upward progress trend on the MAP for ELA. No data was available in 2019-20 due to COVID. After returning to in-person instruction after the pandemic-era restrictions were lifted, AJH students’ growth scores showed learning loss on both Math and ELA. Each year thereafter has seen an improvement in Math scores, and after 2021-22 an improvement in ELA scores. As demonstrated in Object 15 and Object 16 below, the 2023-24 growth is significant when compared to prior years’ data.



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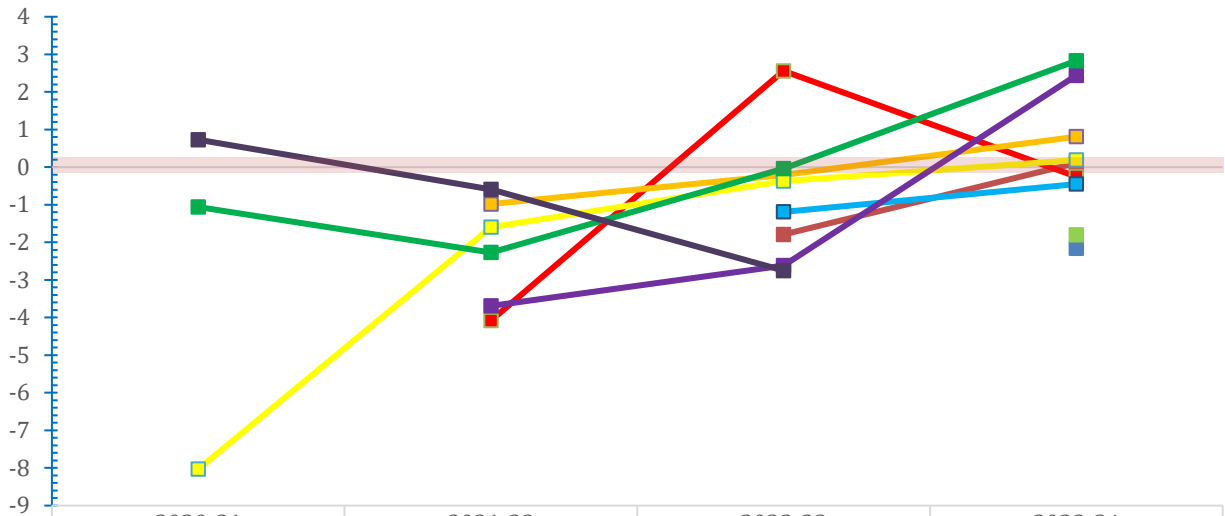
In Object 18 and Object 19 below, the CGI for student cohorts has been tracked longitudinally across four years, for ELA and Math respectively. Each cohort has been numbered according to the year it will complete AJH’s program; the cohort that will be in eighth grade in 2032, currently first grade, has been labeled “32.” The pink bar highlights the “one year’s growth” range of -0.2 to 0.2.

The data provided by AJH demonstrates an upward trend for each cohort over the four-year period, except for the “30” cohort, which has just begun its third grade year. For ELA, four cohorts are below the one year’s growth range for the most recent assessment. Two of the four cohorts have only a single data point and cannot demonstrate a trend. For Math, two cohorts are below the one year’s growth range for the most recent assessment and one cohort has only one data point.

The average CGI range for all grade levels for the 2023-24 school year is 0.19 for ELA and 0.22 for Math. Overall trends for CGI indicate that students who stay with the AJH program see growth in both subjects.

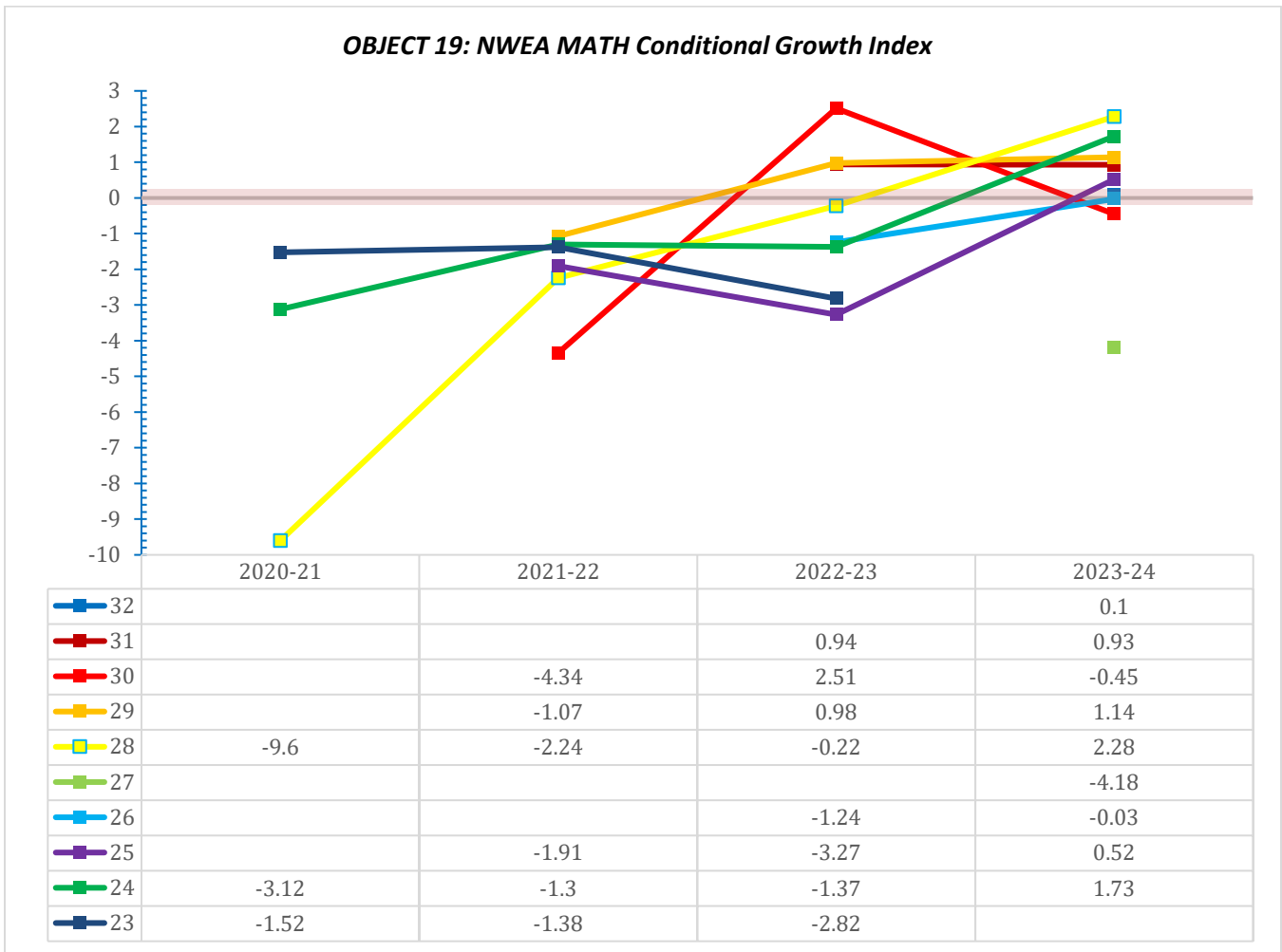
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Object 18: NWEA ELA Conditional Growth Index



	2020-21	2021-22	2022-23	2023-24
32				-2.16
31			-1.79	0.11
30		-4.08	2.56	-0.25
29		-0.98	-0.21	0.81
28	-8.03	-1.6	-0.37	0.19
27				-1.8
26			-1.19	-0.45
25		-3.69	-2.62	2.44
24	-1.06	-2.27	-0.04	2.83
23	0.73	-0.59	-2.75	

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Renewal Site Visit

On September 9, 2024, the Charter Schools Department (CSD) staff conducted a visit to the AJH campus. During this visit, CSD staff met with school site and APS network leadership, observed classrooms, and conducted focus groups with the AJH’s education partner groups including students, families and guardians, teachers, and board members. CSD staff was able to observe in classrooms strategies named in AJH’s board-approved School Improvement Plan, such as high-dosage tutoring through Littera and Ignite, newcomer English Learner supports, and increased staffing for academic interventionists and paraprofessionals. In addition, through the focus group and interview process, CSD staff was able to assess other components of the School Improvement Plan, specifically the increased focus on data-focused cycles of coaching and professional development. AJH staff has shared with CSD staff a live link to a metric-focused project tracker built for managing the implementation of the School Improvement Plan.

While not directly connected to academics, AJH also offers several services to its community that improves the school climate in which AJH students matriculate and addresses the social need of students and their families. In addition to after-school care, the Alpha Parent Learning Center offers ESL coursework, a food bank, and a folklorico dance program to community members. As a recipient of the California Community Schools Partnership Program (CCSPP) grant, AJH has incorporated into its LCAP plans to offer mental health services and hire community liaisons to connect families in need to community services.

Low Performance Tier Analysis Conclusion

Based on the facts set forth above, including observations and conversations resulting from the site visit, in conjunction with the Renewal Petition, verified growth data, and the School Improvement Plan, CSD staff finds that AJH meets the standards for a two-year renewal of a low-performance tier charter school pursuant to the performance criteria of Education Code Section 47607(c) and 47607.2(a)(4), if it complies with the condition that its governing board adopt a revised School Improvement Plan. Specifically, CSD staff found that AJH is taking meaningful steps to address the underlying causes of low performance and the School Improvement Plan, if supplemented through updates and refinements adopted by the APS Board, will set forth those meaningful steps. Additionally, CSD staff found that the verified data submitted by AJH demonstrates clear and convincing evidence that AJH has achieved measurable increases in academic achievement when taking into consideration the expected impacts of learning loss as a result of the COVID-19 pandemic and the trajectory of the cohort student data, including the 2023-24 NWEA data showing one year of growth for one year in school.

As noted above, AJH was extremely close to qualifying as a middle tier charter school. If AJH were a middle tier charter school, the chartering authority would also be required to consider clear and convincing evidence demonstrated by verified data that it achieved measurable increases in academic achievement, defined as one year's progress for each year in school. A middle performing charter school may only be denied pursuant to this performance criterion if the authorizer makes "written findings, setting forth specific facts to support the findings, that the charter school has failed to meet or make sufficient progress toward meeting standards that provide a benefit to the pupils of the school, that closure of the charter school is in the best interest of pupils and, if applicable pursuant to [Education Code Section 47607.2(b)(2) and (3)], that its decision provided greater weight to performance on measurements of academic performance." (EC 47607.2(b)(6).) Under all of the circumstances of AJH's renewal, including how close to the middle tier the school's Dashboard results place it and the overall growth trend demonstrated by its verified data, including that the data from the most recent year demonstrates one year of growth for one year in school, CSD found it appropriate to consider whether these findings would apply to AJH's renewal, and determined that they would not. Given the measurable increases in academic growth as demonstrated by the verified data both before and after COVID, the academic achievement demonstrated by English Learners moving toward reclassification as measured by the ELPI, implementation of a new ELA curriculum focusing on the science of reading, implementation of an intervention block using Littera, Ignite, and High Dosage Tutoring, CSD Staff does not believe that closure of AJH is in the best interest of pupils.

Finances

Object 20, below, presents an eight-year historical financial summary for AJH from Fiscal Year (FY) 2016-17 through FY 2023-24. Over these years, AJH has demonstrated a relatively stable financial position. A notable increase in revenue in recent years is primarily due to various one-time funding received by charter schools to help navigate the unprecedented challenges posed by the pandemic. The increase in revenue was accompanied by a corresponding increase in expenditures. AJH used these one-time funds to ensure the continuity of education, maintain safe learning environments, and address the immediate and long-term impacts of COVID-19 on students, staff, and school operations.

Despite some periods of planned deficit spending, AJH has successfully met and exceeded the 4% reserve requirement in its Memorandum of Understanding with the SCCOE. As of June 30, 2023, AJH reported an audited reserve balance of \$2,925,396, representing 38% of its total expenses. The Independent Auditor's Report for the Year Ending June 30, 2023, issued an Unmodified Opinion on AJH's financial statements, as well as on its State and Federal compliance. Additionally, no deficiencies or material weaknesses were identified in internal controls over financial statements and internal controls over compliance for fiscal year 2022-23. AJH has also consistently fulfilled its obligations to submit all fiscal reports required by law and SCCOE in a timely manner.

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The Charter Schools Department Fiscal Staff is not aware of any significant financial concerns for AJH. However, staff recommends that AJH align its spending with anticipated revenues to ensure long-term financial sustainability.

		Object 20: AJH Historical Financial Summary ¹							
		2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24
[A]	Total Revenues	5,023,557	3,935,275	3,633,330	4,657,721	5,418,863	6,974,182	8,870,670	9,271,945
[B]	Total Expenses	4,310,146	3,786,358	3,755,172	4,787,753	5,431,841	6,601,657	7,640,714	9,534,273
[C] = [A - B]	Net Income (Loss)	713,411	148,917	(121,842)	(130,032)	(12,978)	372,525	1,229,956	(262,328)
[D]	Beginning Fund Balance	725,439	1,438,850	1,587,767	1,465,925	1,335,893	1,322,915	1,695,440	2,925,396
[E]	Adjustment to Beg. Fund Balance	-	-	-	-	-	-	-	-
[F] = [(C+D) + E]	Total Net Assets, End of Year	\$ 1,438,850	\$ 1,587,767	\$ 1,465,925	\$ 1,335,893	\$ 1,322,915	\$ 1,695,440	\$ 2,925,396	\$ 2,663,068
[G] = [F/B]	Fund Balance %	33%	42%	39%	28%	24%	26%	38%	28%

1. Source of Data: Audited Financial Reports for FY 2016-17 - 2022-23. FY 2023-24 is based on Estimated Actuals reported for FY 2023-24 (Prior Year) during FY 2024-25 Adopted Budget.

Demographic Data

In accordance with Education Code Section 47607(d)(1)(B) and (C), SCCOE requested from CDE, received, and reviewed aggregate data reflecting pupil enrollment patterns and test score patterns at AJH, as well as other demographic data from CDE through the CDE website.

In Objects 21 and 22, a comparison of the average Distance from Standard (DFS) academic assessment scores is made between students who left AJH and DFS for the students remaining at AJH. Object 21 reviews the average DFS for students who left after Census Day and Object 22 reviews the data for the students who left AJH at the end of the year and did not return who could have for the following school year. This does not include students who would age out of the school. Based on the aggregate data from CDE, students who leave AJH are not students who appear to have been counseled out based on lower academic performance, as the average DFS in academic assessments for students leaving AJH or not returning to AJH are higher than or comparable to the students remaining at AJH. Further, the student enrollment numbers for the students who left AJH are for all grades, whereas the number of students tested only includes grades 3-8, as those are the grade levels that are tested at AJH.

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Object 21: Comparison of Average DFS for Students Who Left AJH After Census Day and AJH DFS

Academic Year	Subject	Enrolled Beginning of Year but Not Enrolled Conclusion	Cumulative Enrollment	Percent Enrolled Beginning Not Enrolled Conclusion	Number of Students Tested who left AJH	DFS Average for Students who left AJH	DFS Average for Students Remaining at AJH
2016-17	ELA	29	478	6.07%	7	-82.71	-40.4
2016-17	Math	29	478	6.07%	7	-116.86	-64.9
2017-18	ELA	46	357	12.89%	22	-15.82	-45.0
2017-18	Math	46	357	12.89%	22	-36.32	-75.3
2018-19	ELA	38	311	12.22%	13	-64.38	-43.2
2018-19	Math	38	311	12.22%	13	-69.54	-68.4
2019-20	ELA	28	367	7.63%	8	-12.25	*
2019-20	Math	28	367	7.63%	9	-26.22	*
2022-23	ELA	39	471	8.28%	6	-78.50	-80.3
2022-23	Math	39	471	8.28%	6	-173.00	-129.5

* No Dashboard DFS available

Object 22: Comparison of Average DFS for Students Attended AJH for at Least 90 days and Did Not Return the Following Year and AJH DFS

Academic Year	Subject	Enrolled for 90 days in Prior Year but Not on Census Day of Current Year	Prior Year Cumulative Enrollment	Percent Enrolled for 90 days Prior Year but Not on Census Day	Number of Students Tested who left AJH	DFS Average for Students who left AJH	DFS Average for Students Remaining at AJH
2016-17	ELA	76	347	21.90%	47	-55.06	-40.4
2016-17	Math	76	347	21.90%	46	-86.35	-64.9
2017-18	ELA	225	478	47.07%	188	-26.71	-45.0
2017-18	Math	225	478	47.07%	192	-47.21	-75.3
2018-19	ELA	58	357	16.25%	50	-44.74	-43.2
2018-19	Math	58	357	16.25%	50	-62.74	-68.4
2019-20	ELA	39	311	12.54%	30	-73.00	*
2019-20	Math	39	311	12.54%	31	-91.71	*
2022-23	ELA	61	447	13.65%	21	-82.10	-80.3
2022-23	Math	61	447	13.65%	17	-165.29	-129.5

* No Dashboard DFS available

Objects 23 and 24 show the cumulative enrollment data for AJH from 2016-17 to 2022-23; the total enrollment data for AJH from 2016-17 to 2023-24; and the enrollment stability data for AJH from 2016-17 to 2022-23. Cumulative enrollment data for 2023-24 was not available as it is still being formulated by CDE. Cumulative

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enrollment consists of the total number of unduplicated primary and short-term enrollments within the academic year (July 1 to June 30), regardless of whether the student is enrolled multiple times within a school or district.

Object 23: Cumulative Enrollment for AJH from 2017-18 to 2022-23

	Cumulative Total Number of Students	Number of Hispanic or Latino	Number of Asian	Number of Filipino	Number of White	Number of African American	Number of Two or More Races	Number of Not Reported
2017-18	357	324	17	*	*	*	*	*
2018-19	311	219	12	*	*	*	68	*
2019-20	367	321	16	*	*	*	16	*
2020-21	405	368	17	*	*	*	*	*
2021-22	447	413	15	*	*	*	*	*
2022-23	471	449	*	*	*	*	*	*

**Data is suppressed for categories if the student population (cumulative students) is 10 or less.*

Object 24: Cumulative AJH Student Group Data from 2016-17 to 2022-23

	Cumulative Total Number of Students	Number of SED	Number of EL	Number of SWD
2017-18	357	344	219	43
2018-19	311	286	205	38
2019-20	367	329	251	50
2020-21	405	370	279	45
2021-22	447	425	293	45
2022-23	471	457	327	58

**Data is suppressed for categories if the student population (cumulative students) is 10 or less.*

The total enrollment for a school is established on California Basic Educational Data System (CBEDS) day in early October. CBEDS is a one-moment-in-time snapshot of all the educational demographic data across California. Objects 25 and 26 below, show the total enrollment demographic and student group data for the number of students enrolled in each category across the charter term for AJH on CBEDS day.

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Object 25: AJH Total Enrollment Demographic Data from 2016-17 to 2023-24

	Total Number of Students	Number of Hispanic or Latino	Number of Asian	Number of American Indian	Number of Pacific Islander	Number of Filipino	Number of White	Number of African American	Number of Two or More Races	Number of Not Reported
2017-18	346	313	17	*	2	1	3	3	*	7
2018-19	277	196	11	1	4	1	62	*	2	0
2019-20	339	199	14	2	7	1	113	2	*	1
2020-21	378	342	16	2	8	*	8	2	*	0
2021-22	412	382	13	1	8	*	4	2	*	2
2022-23	451	429	10	1	7	*	2	1	*	1
2023-24	461	447	5	0	0	6	0	1	2	0

Data gathered from Dataquest: <https://data1.cde.ca.gov> *No data reported for this group in this year.

Object 26: AJH Total Enrollment Student Group Data from 2016-17 to 2023-24

	Total Number of Students	Total Number of SED	Total Number of EL	Total Number of SWD
2017-18	346	321	214	43
2018-19	277	259	177	24
2019-20	339	312	223	49
2020-21	378	349	216	41
2021-22	412	384	255	41
2022-23	451	422	300	42
2023-24	461	440	313	57

Data gathered from Dataquest: <https://data1.cde.ca.gov>

Objects 27 and 28 show the Stability Rate data for AJH from 2017-18 to 2022-23. The Stability Rate is defined as the percentage of California public school students enrolled during the academic year (July 1 – June 30) who completed a "full year" of learning in one school. The Stability Rate data below shows what percentage of students stayed at AJH throughout each school year.

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Object 27: AJH Enrollment Demographic Stability Percentage Data from 2017-18 to 2022-23

	Total Number of Students	% Total	% Hispanic or Latino	% Asian	% Filipino	% American Indian	% White	% African American	% Not Reported
2017-18	357	91	90	33	*	*	*	*	*
2018-19	311	82	85	92	*	*	75	*	*
2019-20	367	86	88	94	*	*	31	*	*
2020-21	405	90	90	94	*	*	*	*	*
2021-22	447	90	90	87	*	*	*	*	*
2022-23	471	91	90	100	100	100	100	100	100

Data gathered from Dataquest: <https://data1.cde.ca.gov>

*To protect student privacy, data are suppressed population size within a selected student population (eligible cumulative enrollment) is 10 or less.

Object 28: AJH Student Group Stability Percentage Data from 2017-18 to 2022-23

	Total Number of Students	Stability Percentage SED	Stability Percentage EL	Stability Percentage SWD
2017-18	357	91	90	100
2018-19	311	83.9	80	90
2019-20	367	87.8	87	90
2020-21	405	92.2	92	98
2021-22	447	92	91	96
2022-23	471	91	90	93

Data gathered from Dataquest: <https://data1.cde.ca.gov>

REVIEW OF THE CHARTER PETITION

SCCOE Staff reviewed the Renewal Petition using the criteria established in California Education Code Sections 47605(c), 47607, and 47607.2, consistent with County Board Policy 0420.4 (c), and found:

1. Sound Education Program

AJH outlines a comprehensive educational program rooted in its educational philosophy and instructional strategies. The school's philosophy emphasizes cultivating students who are curious, critical thinkers, and community oriented. AJH aims to develop graduates with strong leadership skills, academic preparation, and community support. Central to this philosophy is the concept of "productive struggle," where students engage in challenging tasks, seek feedback, and learn from their mistakes in a supportive environment created by the educators.

Instructional strategies at AJH are designed to foster continuous improvement and are supported by a structured coaching model. The school's approach includes professional development for teachers to ensure they can deliver high-quality instruction.

The curriculum selection at AJH is guided by the goal of preparing students for success in college and life. It incorporates a variety of materials and technologies, including textbooks, computers, software programs, and laboratory science materials. The curriculum also adheres to state standards and is designed to be interactive and engaging, allowing teachers to customize lessons and differentiate instruction. The overarching goal is to equip students with foundational literacies, competencies, and character qualities necessary for the 21st century, as defined by the World Economic Forum. In addition, AJH uses the Sown to Grow program as its social emotional learning (SEL) curriculum, which provides a comprehensive SEL framework, including student-driven goal setting. This curriculum includes daily lessons and check-ins to build students' social, emotional, and academic skills over time.

AJH integrates special education and English learner (EL) services into its overall program to ensure all students receive appropriate support. For students who are ELs, the school follows state and federal guidelines, utilizing the English Language Proficiency Assessments for California (ELPAC) to identify and monitor students' progress. The instructional model is tailored to provide research-based programs and practices that enhance linguistic and academic attainment, recognizing the significant proportion of students who are ELs in the student population. This inclusive approach ensures that all students, regardless of their background or learning needs, can succeed academically and develop essential life skills.

Students Performing Below Grade Level

AJH supports students who are performing below grade level through a Multi-Tiered System of Supports (MTSS). This system provides three levels of intervention to ensure students receive the assistance they need. Tier 1 supports include universal interventions that are available to all students, such as a rigorous academic model with built-in scaffolding and differentiation to ensure access to grade-level material. Tier 1 supports include “high dosage tutoring” delivered through online platforms such as Littera or Ignite. Each student is paired with a remote tutor who works to address their standard-specific skill gaps during the “Reach block,” a designated period at the beginning of the day for students to access resources and get help on academics.

For students needing more targeted support, Tier 2 interventions are available, which involve small group sessions aligned with specific academic and social-emotional needs. These interventions typically occur at least three times per week and include progress monitoring and data collection. Approximately 15-20% of the student population may require Tier 2 supports.

Tier 3 interventions provide individualized support for students who need more intensive assistance, often through the Student Success Team (SST) process. This team identifies a student's strengths and needs to develop specific, targeted interventions to be implemented over a six-week cycle. Progress is monitored regularly, and the team reconvenes to evaluate the effectiveness of these interventions and determine next steps. AJH emphasizes that the SST process is not a direct pathway to special education but a means to better understand and address individual student needs. Additionally, the Reach block and weekly office hours with teachers offer further targeted support for low-achieving students, ensuring they are integrated into the student body and participate in all aspects of the curriculum.

Special Education

AJH's special education program is grounded in the principles of inclusion and tailored support for students with exceptional needs. As a member of the El Dorado County Charter SELPA, AJH operates as an independent Local Educational Agency (LEA) for special education. This affiliation enables the school

to receive state and federal funding directly and to ensure compliance with all applicable laws, including the Individuals with Disabilities Education Improvement Act (IDEA). AJH is committed to providing a free and appropriate public education to all students, regardless of disability, and to working collaboratively with the SELPA to meet these obligations. AJH is also committed to, and has plans and staffing to enable, compliance with Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act.

Staffing at AJH includes a dedicated team of qualified special education professionals, including special education teachers, paraprofessionals, and education specialists. These staff members participate in ongoing training through APS, the county, or the SELPA to ensure they are equipped to meet the diverse needs of students. AJH also employs or contracts with itinerant staff such as speech therapists, occupational therapists, and behavioral therapists to provide necessary related services as indicated in students' Individualized Education Programs (IEPs).

AJH's approach to inclusion involves both push-in and pull-out support strategies. Push-in support allows special education staff to work alongside general education teachers in the classroom, providing targeted assistance to students with special needs. Pull-out support is available for students requiring more intensive, small-group instruction to make academic progress. This support can focus on accessing grade-level content or addressing foundational skill gaps. Related services, including speech therapy, counseling, and occupational therapy, are provided based on the specific needs outlined in each student's IEP.

The IEP process at AJH is collaborative. IEP teams at AJH include special education teachers, general education teachers, SELPA representatives, and other relevant professionals. These teams work with parents and guardians to ensure their participation, providing interpreters and alternative meeting methods, as necessary. IEPs are reviewed annually to assess their effectiveness and are reassessed every three years as part of a comprehensive reevaluation. AJH ensures all accommodations, modifications, and services outlined in the IEPs are implemented by qualified personnel and progress is communicated to parents.

Object 29: 2023-24 Special Education Enrollment by Program Setting for AJH and Comparison Schools and District and State

	AJH	ARUSD	Aptitud	Hubbard	State
Special Education Enrollment	57	1,262	52	53	836,846
Regular Class 80% or More of the Day	91.2%	57.7%	61.5%	73.6%	59.1%
Regular Class 40-79% of the Day	3.5%	11.4%	23.1%	7.5%	15.2%
Regular Class 39% or Less of the Day	1.8%	18.8%	11.5%	5.7%	17.1%
Separate School & Other Settings	1.8%	0.5%	0%	0%	2.5%
Preschool Setting	1.8%	11.6%	3.8%	13.2%	6.1%
Missing/Unknown	0%	0%	0%	0%	0%

Data gathered from Dataquest: <https://data1.cde.ca.gov>

English Learners (EL)

The student population at AJH includes 67.9% identified as English Learners (EL). AJH outlines a comprehensive approach for supporting students who are ELs from identification through reclassification. AJH employs a dual approach to English Language Development (ELD) through Integrated and Designated

ELD. Designated ELD involves daily instruction tailored to students' proficiency levels using the EL Achieve Systematic ELD curriculum. This curriculum emphasizes explicit language modeling, vocabulary development, and sentence structure practice. Integrated ELD embeds language development within core academic instruction, ensuring students who are ELs engage with grade-level content while acquiring language skills. Teachers utilize scaffolding techniques and differentiation within core subjects such as mathematics, literacy, science, and social studies to support the language needs of students who are ELs. AJH's systematic approach aims to provide ELs with the necessary linguistic and academic tools for success, fostering a supportive environment for English acquisition.

During SCCOE Staff's annual visits across the charter term, informal observations, and discussions with AJH staff, AJH agreed that although all staff had been trained, more training and follow-through with ELD is needed. Members of the AJH Team have been working to improve the quality of instruction for students who are English Learners, and improvement has occurred.

Educational Leadership

The principal and assistant principals are the educational and instructional leaders at AJH, in addition to being responsible for teacher supervision, evaluation, and providing input and approval of each faculty and staff member's Goals. The administrators are encouraged to possess valid teaching and administrative services credentials. The sample job descriptions for the Principals and the Assistant Principals included in the Renewal Petition specify that the positions prefer a valid teaching or admin credential from California. However, if AJH administrators "cover" classes for teachers when a substitute is not available, they are required to hold a California teaching credential.

The job duties assigned in the Renewal Petition to administrative positions are consistent with the need for at least a valid teaching or PPS credential, if not an administrative credential. This is particularly true in light of the mandate that all charter schoolteachers now hold a Commission on Teacher Credentialing certificate, permit, or other document required for the teacher's certificated assignment. AJH's current Principal and Assistant Principals should also meet this requirement applicable to the teachers they supervise and evaluate. The lack of a teaching credential for a person holding one of these positions could negatively impact the quality of educational services provided to AJH students, and requiring teaching credentials is consistent with the County Board of Education's expressed expectations for charter schools under its oversight in order to help ensure a sound educational program. SCCOE Staff strongly encourages AJH to commit to revise the minimum qualifications for the positions of Principal and Assistant Principals to require a valid California credential through the MOU or an addendum thereto.

The Charter Schools Department Staff concluded the AJH Renewal Petition provides sufficient information to substantiate the required elements for a sound educational program, when supplemented by the updated School Improvement Plan, though AJH is strongly encouraged to address the credential issue described above through the MOU or an addendum thereto.

2. Ability to successfully implement the program set forth in the Petition

Staff found facts demonstrating the Petitioners are likely to successfully implement the program only if AJH resolves the other identified concerns and conditions through the MOU or an addendum to the MOU, as described more fully throughout this Staff Analysis and Findings of Fact.

3. Affirmation of each of the conditions required by statute

SCCOE Staff found the Petition contains the required affirmations. While the Charter does not specify that the notice prepared by the California Department of Education per Education Code Section 47605(e)(4)(D) will be posted on the website, that notice *is* posted on AJH's website, and AJH should affirm in the MOU or addendum thereto its commitment to maintaining the notice on its website in a manner that can be readily located by parents and students.

4. Reasonably comprehensive description of the required elements

For the description of each element to be considered "reasonably comprehensive," it is not enough for the Renewal Petition to include a description, but, rather, the description should be acceptable to SCCOE and be consistent with and not contrary to SCCOE's standards and expectations for charter schools under its oversight. SCCOE's indication that the description of an element is "reasonably comprehensive" should not be interpreted to mean SCCOE does not believe additional or different terms relating to an element would need to be agreed to by the Petitioner through the MOU and addendum process. Further, while SCCOE may make recommendations for remediation in an area or specify issues or terms that have been or will need to be clarified or resolved through the MOU or an addendum to the MOU, this does not mean other areas may not need additional correction to be included in the MOU or in an addendum to the MOU. Further, Staff's determination an element as reasonably comprehensive may be premised on noted issues being remediated through the MOU and addendum process.

The Charter Schools Department Staff found as detailed below, that additional specificity and requirements governing AJH' educational program, governance and operations, including its compliance with the required charter elements, will need to be addressed through the MOU and/or an addendum among AJH and the SCCOE.

In preparing the Renewal Petition, AJH appears to have overlooked a variety of updates. Examples include, but are not limited to, failing to update the governance section to include the names and qualifications of all board members and failing to fully update the petition to designate the County as the authorizer. This Staff Analysis will not detail each of these omissions and concerns, but SCCOE Staff recommend the SCCBOE, as a condition of renewal, require AJH to address these oversights and omissions.

A. Element One: Description of the Educational Program/Plan for Student Academic Achievement

The Renewal Petition describes AJH Charter School's instructional design as rooted in a rigorous, yet supportive, equity-focused approach aimed at developing critical thinkers and problem solvers. AJH's educational program is designed with a focus on inclusivity, cultural responsiveness, and academic rigor. The instructional strategies and delivery models aim to provide a rich learning environment where students are encouraged to take ownership of their education. AJH employs a mix of direct instruction, project-based learning, and collaborative activities to engage students actively in their learning process. The curriculum is aligned with Common Core State Standards (CCSS), Next Generation Science Standards (NGSS), and other state content standards, ensuring a comprehensive and challenging academic experience.

The curriculum selection at AJH is based on research and best practices that support the achievement of low-income students of color. Culturally responsive teaching, inspired by Zaretta Hammond's principles, is a cornerstone of AJH's instructional philosophy. This approach emphasizes the importance of recognizing and valuing students' diverse cultural backgrounds as

assets in their educational journey. Lessons and activities are tailored to reflect and honor these cultural experiences, making learning more relatable and meaningful for students. Additionally, AJH integrates cognitive development strategies that challenge students to think critically and solve problems, fostering independent and collaborative learning environments.

AJH's educational philosophy is grounded in the belief that learning best occurs in an environment that is inclusive, supportive, and challenging. The school's program is designed to develop students into educated individuals who are prepared for life in the 21st century. This preparation includes building foundational literacies, such as literacy, numeracy, and scientific literacy, as well as competencies like critical thinking, creativity, communication, and collaboration. Character qualities such as curiosity, initiative, persistence, adaptability, leadership, and social and cultural awareness are also emphasized. These attributes are crucial for students to navigate and succeed in a diverse and interconnected world.

AJH addresses the needs of its diverse learners, including low-income students of color, through targeted instructional supports and a multi-tiered system of support (MTSS). The school incorporates specific strategies for students who are English learners and students with special needs, ensuring they have access to the same rigorous curriculum while receiving the necessary scaffolds and interventions. By focusing on culturally responsive teaching, equitable access to educational resources, and continuous progress monitoring, AJH strives to close the achievement gap and support the academic success of all its students.

The Charter Schools Department Staff believes this section, when supplemented by the updated School Improvement Plan, includes a reasonably comprehensive description.

B. Element Two: Measurable Student Outcomes

The Charter Schools Department Staff has identified concerns regarding the measurable pupil outcomes presented in AJH's Renewal Petition, particularly in the alignment of these outcomes with long-term student achievement. While the document does outline the school's Local Control and Accountability Plan (LCAP) goals, it lacks specific descriptions of the long-term outcomes for students who complete the AJH program. For instance, Goal 1, which states "All student groups will demonstrate growth toward meeting or exceeding standards in English Language Arts (ELA) and Math," is focused on short-term growth rather than defining clear, long-term student outcomes, as is expected for a three-year planning document like the LCAP. However, the governing law seeks a description of the long term, specific, measurable skills and knowledge students receive by participating and completing the program described in Element A.

Additionally, the LCAP goals provided in the Renewal Petition are broad and general in nature, particularly in relation to student outcomes. Only two of the five goals – Goal 1 and Goal 2 – directly address academic performance. The remaining goals (Goals 3, 4, and 5) focus on creating a positive school environment, family engagement, and staff retention, which, while important, do not directly address the ultimate academic or post-graduation outcomes for students.

The AJH Renewal Petition included its 2024-27 LCAP in the appendices. The LCAP addresses state priority requirements and provides both quantitative and qualitative indicators for determining performance and progress.

For the 2024-27 LCAP, Charter-wide parental input was considered as AJH determined the best way to utilize its Local Control Funding Formula (LCFF) funds. AJH's LCAP sets benchmarks scaffolded across the three-year span, utilizing student proficiency levels on CAASPP in English Language Arts and Math as the academic criteria. Additional academic metrics involve student performance and progress on the English Language Proficiency Assessments for California (ELPAC), attendance, absenteeism, suspension, and expulsion rates, with broad benchmark goals.

The Charter Schools Department Staff believes this section includes a reasonably comprehensive description only if the issue described above regarding the description of long-term goals for measurable student outcomes is addressed and resolved through the MOU or an addendum to the MOU.

C. Element Three: Method by Which Pupil Progress in Meeting Outcomes will be Measured

AJH employs a variety of assessment tools that are both valid and reliable to measure student outcomes across multiple areas. These tools include state assessments like the SBAC, California Science Test (CAST), and ELPAC, as well as internal assessments such as NWEA MAP, Renaissance Star Early Literacy, and curriculum-embedded assessments. The school's assessment strategy is designed to be comprehensive, covering academic data as well as culture and operations data, ensuring a holistic view of student progress. For each of these assessments, AJH has defined minimum performance standards that students are expected to meet. For instance, students taking the SBAC are expected to meet or exceed grade-level standards, while English learners are assessed with the ELPAC, where they aim to reach at least Level 3 or 4, indicating early advanced proficiency.

AJH has established a plan for the collection, analysis, and reporting of data collected from these assessments. Data is gathered and reviewed at multiple levels – from individual students to the entire school network – to identify areas requiring intervention or enrichment. For instance, results from formative assessments like exit tickets or curriculum-embedded tests are used to guide instructional adjustments on an ongoing basis. Additionally, AJH holds regular collaborative data analysis sessions where teachers review student performance data to make informed decisions on curriculum design and instructional delivery. These practices are complemented by “stepback days,” during which all staff analyze both Network and site-based data to ensure alignment between standards, instruction, and student needs.

AJH also emphasizes the involvement of parents and students in the assessment process. The school provides access to performance data through secure online platforms, allowing families to stay informed about their children's progress and areas for improvement. This transparency is crucial in fostering a collaborative environment where parents and students are active participants in the educational process. Furthermore, AJH publishes a School Accountability Report Card (SARC) annually, which disaggregates student achievement data by subgroups and makes it accessible to the broader school community. The Renewal Petition describes AJH's commitment to data-driven decision-making and continuous improvement in its educational program.

The Charter Schools Department Staff believes this section includes a reasonably comprehensive description.

D. Element Four: Governance Structure

The Alpha: José Hernández school is operated and governed by Alpha Public Schools, a tax-exempt 501(c)(3) California nonprofit public benefit corporation. The AJH Renewal Petition states the Board will consist of at least five (5) directors and no more than fifteen (15), including parent members who represent each of the four APS schools. The Charter and Bylaws recognize the charter authorities' rights to appoint a representative to the Board. The AJH Renewal Petition shows that APS currently has fourteen (14) seats on its Board.

Per EC 47605, AJH was required to provide the names and qualifications of the proposed charter board with its Renewal Petition. However, AJH merely included the names, titles, term length, and term end dates. As such, AJH must provide the qualifications information as a condition of any renewal.

The Renewal Petition specifies AJH shall comply with the Brown Act, the Political Reform Act of 1974, and Government Code Section 1090 et seq., and provide annual training on these topics. AJH adopted revised Bylaws at its June 28, 2024, meeting. No interested persons may serve on the board.

The Renewal Petition states the Board will comply with all federal, state, and local laws applicable to independent public charter schools and has adopted a Conflict of Interest (COI) Code (included in the appendix section) that has been approved by the County Board of Supervisors. The COI Code was adopted on September 13, 2022.

In accordance with the Political Reform Act and the Conflict of Interest (COI) Code, all directors and senior AJH staff are required to file a "Form 700" annually disclosing specified interests. During the charter term, SCCOE staff have reviewed the Forms 700 filed on behalf of AJH reporters and found that directors or staff have identified reportable interests as required.

AJH has both a School Site Council and an English Learner Advisory Committee that encourage parents to advocate and participate in their children's education.

The Bylaws provide that written notice of any proposed revisions to the APS Articles of Incorporation or Bylaws shall be submitted to the County Superintendent at least three weeks prior to the APS Board's consideration of the revision(s). If the County Superintendent or designee considers the proposed revision(s) to be a material revision to AJH's governance structure or a charter authorized by the County Board, such revision(s) may not be adopted unless and until the revision(s) is first approved through the material revision process.

The Charter provides for the APS Board to delegate the implementation of its duties (other than those specifically excluded from such delegation authority) to employees or other responsible parties. The Board currently oversees operations, with day-to-day authority delegated to the Chief Executive Officer. It must be made clear through the MOU or an addendum thereto that the Board may not delegate the authority to close Alpha: José Hernández school, as that must be a decision of the Board. The Principal is the senior authority at the school site, but final management authority is with the CEO and ultimate overall organizational authority retained by the Board.

The Charter Schools Department Staff believes this section includes a reasonably comprehensive description only if the governance issues described above are addressed and resolved through the MOU or an addendum to the MOU.

E. Element Five: Employee Qualifications

AJH states it recruits qualified personnel for all administrative, instructional, instructional support, and non-instructional support capacities. AJH further asserts the staff recruited believe in the instructional philosophy outlined in its vision statement. In accordance with Education Code 47605(c)(5)(e), AJH shall be nonsectarian in its employment practices and all other operations. AJH shall not discriminate against any individual (employee or student) on the basis of the characteristics listed in Education Code Section 220 (actual or perceived disability, gender, gender identity, gender expression, nationality, race or ethnicity, religion, sexual orientation, or any other characteristic contained in the definition of hate crimes set forth in Section 422.55 of the Penal Code, including immigration status, or association with an individual who has any of the aforementioned characteristics).

AJH teaching staff are required to have valid California teaching credentials. Administrative staff are also encouraged to have teaching and administrative credentials. As stated above, SCCOE Staff strongly encourages AJH to commit to revise the minimum qualifications for the positions of Principal and Assistant Principal to require a valid California credential through the MOU or an addendum thereto.

As part of the annual review process, SCCOE Staff will determine whether all AJH Staff meet the current credentialing requirements.

The Charter Schools Department Staff believes this section includes a reasonably comprehensive description, though, again, encourages AJH to modify the minimum requirements for the Principal and Assistant Principal positions to include at least a valid teaching credential.

F. Element Six: Health and Safety

AJH provided an overview of Health and Safety Policies and Procedures and the process for employee fingerprinting and background checks. All staff are expected to comply with *EC* Section 47605(c)(5)(f), *EC* Section 44691, and all other legal requirements, and AJH states it is committed to providing a safe, compliant working environment. AJH submitted its 2023-24 Comprehensive School Safety Plan that declares AJH will review and update the plan by March 1 of every year and that the plan shall include the required safety topics. AJH has updated its description of health and safety policies and procedures to address some changes and new requirements of law that have gone into effect since its Charter was last renewed.

CSD staff notes that AJH has a single Title IX, Harassment, Intimidation, Discrimination, and Bullying Policy. There are different minimum standards and procedures that apply to different types of complaints, including Title IX and the Uniform Complaint Procedures, including different standards and appeal rights. Moreover, the Title IX regulations were recently updated, and it is not clear that AJH's Title IX policies have been updated accordingly, nor is there specific information concerning the training and notice requirements of Title IX. While CSD staff understands that AJH may be seeking to streamline the various complaint procedures through the use of one policy, as a condition of any renewal, CSD staff recommends that AJH be required to

confirm that the policy has been updated to conform with current legal requirements, and to modify the policy to more clearly identify what is covered by each procedure and how each procedure is implemented, as well as to confirm appropriate training has and will continue to be provided. The reference to its anti-discrimination policies in this element of the Charter omits reference to nondiscrimination on the basis of immigration status, which appears to be an unintentional omission as other nondiscrimination statements in the Charter include this protected characteristic.

The Charter Schools Department Staff believes this section includes a reasonably comprehensive description so long as the concerns identified above are addressed in the MOU or addendum to the MOU. The Charter Schools Department Staff notes the updated MOU provided to AJH includes supplemental information on compliance with additional health and safety requirements.

G. Element Seven: Racial, Ethnic, English Learner, and Special Education Balance

On July 1, 2020, AB 1505 took effect, updating Element G to require schools to provide a reasonably comprehensive description of how the school will achieve a balance of racial and ethnic pupils, special education pupils, and English learner pupils, including redesignated fluent English proficient pupils, reflective of the general population residing within the territorial jurisdiction of the district to which the AJH charter was initially submitted, which, as previously established, is ARUSD. AJH's Renewal Petition has been updated to comply.

Central to AJH's mission is serving historically underserved student groups and closing the achievement gap. As specified in AJH and APS' mission and vision, "Ultimately the vision of Alpha Public Schools is that students from underserved communities are prepared to compete successfully on life's uneven playing field – to struggle, to overcome, and to thrive." As such, AJH has a higher proportion of some historically underserved student groups, consistent with the intent and purposes of the Charter Schools Act, including improving pupil learning and increasing learning opportunities for all pupils.

As specified in the Charter:

Alpha: José Hernández serves a population of students and families who have been marginalized and exists to meet their specific needs. While we have included our required plan to achieve balance in Element G – Student Population Balance, due to our target population and community, we simply serve a much larger population of students and families who are furthest from opportunity.

Object 30, below, demonstrates that while the EL and SED groups exceed the population at ARUSD, the SWD population at AJH is similar to ARUSD.

Object 31, below, illustrates that no student demographic group served by ARUSD is reflected with parity at AJH. The Hispanic or Latino group is approximately 17.0% more represented at AJH than the district, and approximately 10.0% on average of the other TK-8 schools in ARUSD. Conversely, while the district enrolled population of students from the Asian student group is 11.5%, AJH's population is only 1.1% students of Asian descent.

Object 30: Comparison of 2023-24 Student Group Data Among AJH, ARUSD, and Schools AJH Students Would Otherwise Have Attended

	Total Number of Students	EL	SWD	SED
AJH	461	67.9%	12.4%	95.4%
ARUSD	8668	45.5%	13.2%	79.1%
Aptitud	409	58.4%	12.7%	90.2%
Hubbard	453	49.0%	10.2%	81.9%

Data gathered from Dataquest: <https://data1.cde.ca.gov>

Object 31: Comparison of 2023-24 Demographic Data Among AJH, ARUSD, and Schools AJH Students Would Otherwise Have Attended

	Hispanic or Latino	Asian	Filipino	American Indian	Pacific Islander	White	African American	Two or More Races
AJH	97.0%	1.1%	1.3%	0.0%	0.0%	0.0%	0.2%	0.4%
ARUSD	79.7%	11.5%	4.3%	0.2%	0.5%	1.4%	0.7%	1.5%
Aptitud	86.1%	6.6%	4.9%	0.0%	0.0%	0.5%	1.2%	0.7%
Hubbard	87.6%	3.8%	2.4%	1.1%	0.9%	0.7%	2.0%	1.5%

Data gathered from Dataquest: <https://data1.cde.ca.gov>

AJH outlines a strategy to achieve racial, ethnic, special education, and English Learner balance that reflects the general student population within the ARUSD. The school emphasizes the importance of diversity in enhancing the learning environment and prepares students for a diverse world. AJH has implemented a recruitment strategy that includes multilingual outreach, diverse staff participation, and community engagement efforts. These initiatives are designed to attract a cross-section of students, particularly those who are socio-economically disadvantaged, English Learners, and students with special needs, ensuring that these groups are represented in their student body.

Specific practices include the following:

- Distribution of multilingual promotional materials, including Spanish and Vietnamese.
- Targeted outreach to local communities, including storefront canvassing, posting advertisements in local businesses and apartment complexes, and local community newsletters.
- Hosting of information sessions in multiple languages at local libraries, churches, community health clinics, and parks.

This is not a complete list of practices listed in the Renewal Petition, and AJH has included a recruitment plan as part of the appendices.

The Charter specifies that APS develops a unique outreach plan for each of its schools, and reviews and revisits it weekly, alongside recruitment data.

AJH Charter School

AJH also focuses on recruiting students with special needs by providing specialized brochures, training recruitment teams on special education, and monitoring recruitment data to ensure balance.

Object 32: AJH Demographic Data from 2016-17 to 2023-24

	Total Number of Students	% Hispanic or Latino	% Asian	% Filipino	% American Indian	% Pacific Islander	% White	% African American	% Two or More Races
2017-18	346	90.5	4.9	0.6	0.0	0.3	0.9	0.9	0.0
2018-19	277	70.8	4.0	1.4	0.4	0.4	22.4	0.0	0.7
2019-20	339	58.7	4.1	2.1	0.6	0.3	33.3	0.6	0.0
2020-21	378	90.5	4.2	2.1	0.5	0.0	2.1	0.5	0.0
2021-22	412	92.7	3.2	1.9	0.2	0.0	1.0	0.5	0.0
2022-23	451	95.1	2.2	1.6	0.2	0.0	0.4	0.2	0.0
2023-24	461	97.0	1.1	1.3	0.0	0.0	0.0	0.2	0.4

Data gathered from Dataquest: <https://data1.cde.ca.gov>

Object 33: AJH Student Group Data from 2016-17 to 2023-24

	Total Number of Students	Percentage of SED	Percentage of EL	Percentage of SWD
2017-18	346	92.8	61.8	12.4
2018-19	277	93.5	63.9	8.7
2019-20	339	92.0	65.8	14.5
2020-21	378	92.3	57.1	10.8
2021-22	412	93.2	61.9	10.0
2022-23	451	93.6	66.5	9.3
2023-24	461	95.4	67.9	12.4

Data gathered from Dataquest: <https://data1.cde.ca.gov>

Over the period from 2017-18 to 2023-24, the student population at AJH experienced significant demographic shifts, particularly in terms of racial and ethnic composition. The most notable trend is the increasing proportion of Hispanic or Latino students, which grew steadily from 90.5% in 2017-18 to 97.0% in 2023-24. This shift indicates a growing concentration of Hispanic or Latino students within the school. Conversely, there has been a marked decline in the White student population, which decreased from 22.4% in 2018-19 to 0% by 2023-24, indicating a significant demographic change. Other racial and ethnic groups, such as Asian, Filipino, and African American students, have remained relatively stable or decreased over the years.

The percentage of SED students has remained consistently high, with a slight increase from 92.8% in 2017-18 to 95.4% in 2023-24. The EL population has also remained significant, with a gradual increase from 61.8% in 2017-18 to 67.9% in 2023-24. However, the percentage of SWD has fluctuated, peaking at 14.5% in 2019-20, then decreasing to 9.3% in 2022-23 before returning to 12.4% in 2023-24. These trends suggest that while the school has maintained its focus on serving

SED and EL students, there has been variability in the enrollment of SWD, possibly reflecting changes in student needs or service availability.

AJH needs to continue its work, including revisions as necessary to its recruitment plans, to more closely reflect the balance of racial and ethnic pupils residing within ARUSD while continuing its work in serving marginalized pupil groups. This must necessarily include ongoing assessment, review, and modification of AJH's plans for outreach and recruitment in order to improve the effectiveness of its efforts to achieve the requisite pupil balance.

The Charter Schools Department Staff believes this section includes a reasonably comprehensive description only if AJH commits in the MOU or an addendum to the MOU to at least annually review and audit the results of its open enrollment process and the effectiveness of its plan and modify it as necessary.

H. Element Eight: Admissions Policies and Procedures

AJH says it has articulated student admission policies and procedures. The school is nonsectarian, tuition free, and does not discriminate against any pupil on the basis of protected characteristics.

With the changes to the Charter Schools Act since AJH's most recent renewal, the actual policies and procedures for admission – including how AJH implements the admission preferences, conducts the admission public random drawing (lottery) procedures, adds students to the waitlist, and offers them admission from the waitlist – must also be included in the Renewal Petition. AJH has updated the Renewal Petition to include these items, though there are a few clarifications needed, as described below.

The Renewal Petition requests County Board approval of revised and additional admission preferences in cases in which there are more applicants than spaces at a particular grade level. AJH is seeking approval of the following preferences in the following order:

1. Siblings of students admitted to or attending the charter school.
2. Children of APS staff or Board members, not to exceed 10 percent of total enrollment.
3. Students residing within the District who are eligible for FRPM.
4. Students residing within the District who are not eligible for FRPM.
5. Students residing outside the District who are eligible for FRPM.
6. All other applicants.

The previously approved preferences that are currently in effect are:

1. Siblings of currently enrolled students. (During any PCSGP funding, siblings will be considered an "exception" to the single weighted drawing.)
2. Students residing within the boundaries of the District.
3. All other students who wish to attend the School. Admission to the school is not determined by the place of residence of pupils or parents, except in the case of public random drawing, as allowed by law.

AJH has not specified its reason(s) for seeking the revised preferences. Whether to approve any or all of the requested preferences, other than the preference for residents of ARUSD, is within the discretion of the SCCBOE, per EC Section 47605(e)(2)(B). If the County Board does not approve

all of the preferences, AJH would be required to revise this provision of the Charter and its admission policies and procedures accordingly.

Providing a preference for children of staff and board members is a common preference that can assist a charter school in recruiting high quality staff and board members, so CSD staff recommends approval of this preference. The preferences for students who qualify for free or reduced-price meals (FRPM) increase enrollment opportunities for historically underserved students, so CSD staff recommends approval of those preferences.

AJH currently has as its first preference siblings of students who are currently enrolled at AJH. The Charter School is seeking to expand that preference to include not only students who are currently enrolled, but students whose siblings are admitted during the particular lottery. In other words, as currently authorized by SCCBOE, if a student who is attending AJH in 2024-25 has a sibling apply during the open enrollment process for admission for 2025-26, that student would be eligible for a sibling preference. As proposed in the Renewal Petition, that preference would continue to apply, but, additionally, if two siblings who do not attend AJH in 2024-25 both apply for admission for 2025-26, immediately upon one of those siblings receiving a place through the lottery, the other sibling would automatically be entitled to an admission preference even though neither of the siblings are current AJH students. In fact, as written, AJH is proposing that if a student's name is drawn in the lottery, any and all siblings of that student who are also participating in the lottery are immediately moved to first place for their particular grade level (without clarity as to the impact on a sibling for whom the grade level lottery has already been completed) rather than just moved to the sibling preference group for their grade level. This effectively means that siblings of admitted student are being granted an exemption from the lottery and have higher priority than siblings of students who are currently attending AJH. It is not clear if that is AJH's intent.

CSD staff recognizes the benefits of allowing families to enroll all of their children at the same school, so recommends that the SCCBOE approve the addition of the preference for siblings of students who are admitted to AJH. However, CSD staff recommends against providing an exemption or greater preference to siblings of admitted students than to siblings of students who are currently enrolled at AJH, so recommends that the County Board limit the admitted student preference to be commensurate with the preference for enrolled students. Moreover, AJH must clarify how any sibling preference works in practice, specifically including if a sibling is drawn in the lottery after their sibling in another grade was placed on the waitlist rather than offered admission, and the impact, if any, of sibling preference should a student be admitted from the waitlist.

The Renewal Petition specifies, "applications received after the application deadline will be held in abeyance for a subsequent lottery, if needed," rather than adding students who apply after the open enrollment period to the end of the waitlist. AJH does not, however, explain what would constitute the need for a "subsequent lottery." If the Charter is renewed, AJH should be required, through the MOU or addendum process, to clarify what would cause a need for a subsequent lottery or to revise this provision to allow students to be added to the waitlist after the open enrollment and public random drawing process is completed.

The Charter Schools Department Staff recommends that the SCCBOE approve the preferences as proposed by AJH. The Charter Schools Department Staff believes this section includes a reasonably comprehensive description only if, through the MOU and/or an addendum thereto,

the public random drawing procedures are amended and clarified, as described above, and as necessary to correspond to the preferences as approved by the SCCBOE.

I. Element Nine: Financial Audit

AJH states in the Renewal Petition that the audit will be conducted in accordance with EC Sections 47605(c)(5)(I) and 47605(m), generally accepted accounting procedures, and with applicable provisions within the California Code of Regulations governing audits of charter schools as published in the State Controller's K-12 Audit Guide. The Petition defines the APS financial audit procedure, which includes how the independent auditor will be selected and retained, the qualifications the independent auditor needs to possess, the timing of the audit, how any deficiencies will be resolved, and how this will be communicated to the necessary outside parties. The APS Board of Directors has an Audit committee that selects the independent auditor and oversees audit requirements.

The Charter indicates that documents and issues will be presented to and resolved to the satisfaction of the District instead of the County Office. Additionally, the Charter proposes that disputes regarding resolution of audit exceptions and deficiencies be referred to the dispute resolution process. However, the Charter Schools Act requires that the Charter describe how any "audit exceptions and deficiencies will be resolved to the satisfaction of the chartering authority. (EC § 47605(c)(5)(c).) As such, AJH must resolve exceptions and deficiencies to SCCOE's satisfaction, and any agreement to submit such a matter to the dispute resolution process would be solely within the voluntary discretion of the SCCOE.

The Charter Schools Department Staff believes that this section, in conjunction with the terms of the current MOU, includes a reasonably comprehensive description, only if it is clarified through the MOU or an addendum to the MOU that the audit information must be submitted to the SCCOE (not the district) and audit exceptions and deficiencies must be resolved to the SCCOE's (not a district's) satisfaction and will only be submitted to the dispute resolution process if the SCCOE so agrees

J. Element Ten: Student Suspension/Expulsion Procedures

AJH's Renewal Petition and the MOU set forth its comprehensive suspension and expulsion policies and procedures that have been updated to reflect current law.

These policies and procedures are consistent with SCCOE's expectations and best practices and are consistent with the changes to this portion of the Charter Schools Act.

The Charter Schools Department Staff believes this section includes a reasonably comprehensive description.

K. Element Eleven: Employee Retirement System

The AJH Renewal Petition states all employees of AJH shall participate in the federal social security system. The Renewal Petition also states the AJH Board offers a 403(b) with a non-elective, employer-contributed three percent contribution and up to a five percent match by APS. The Executive Director or designee is responsible for ensuring that appropriate arrangements for retirement coverage are made for all employees at AJH Charter School.

The AJH Renewal Petition also affirms that the APS Board of Directors retains the option to participate in the State Teachers Retirement System (STRS) or Public Employees Retirement System (PERS) or to implement any other retirement plan at its disposal. Should the Board of Directors exercise that option it asserts that it will work with the SCCOE to implement and provide that plan in compliance with EC 47611.

The Charter Schools Department Staff believes this section includes a reasonably comprehensive description.

L. Element Twelve: Public School Attendance Alternatives

Students who choose not to attend AJH may attend other district schools or pursue an intra- or inter-district transfer in accordance with existing district enrollment and transfer policies. Parents and guardians of each student enrolled in AJH will be informed their students have no right to admission to a particular school of any local education agency as a consequence of enrollment in the Charter School, except to the extent such a right is extended by the local education agency.

The Charter Schools Department Staff believes this section includes a reasonably comprehensive description.

M. Element Thirteen: Description of the Rights of An Employee of the County Superintendent of Schools, Upon Leaving the Employment of the County Superintendent of Schools, to be Employed by the Charter School

The AJH Renewal Petition addresses return rights of employees of the “Santa Clara County Office of Education” in accordance with applicable law. However, SCCOE employees are actually employees of the “Santa Clara County Superintendent of Schools.” This will need to be clarified in the MOU or addendum to the MOU. The Charter includes cross-references to the discussion of salary, benefits, and employment status in Element Five: Employee Qualifications and Element Eleven: Employee Retirement Systems, as well as discussion of employee rights in the Employee Handbook attached in the Appendix to the Renewal Petition.

The Charter Schools Department Staff believes this section includes a reasonably comprehensive description, but it must be updated through the MOU or addendum to the MOU to reflect the Santa Clara County Superintendent of Schools as the employer of personnel at SCCOE.

N. Element Fourteen: Dispute Resolution

AJH includes dispute resolution language from the 2017 MOU and includes additional clauses governing internal complaint procedures. As noted above, some clarification is required regarding AJH’s Uniform Complaint Policy and Title IX, Harassment, Intimidation, Discrimination, and Anti-bullying Policy, particularly as this element of the Charter specifies, “Alpha maintains a Uniform Complaint Policy that addresses complaints/disputes, other than those between SCCOE and the Charter School ...,” incorrectly implying that *all* internal complaints and disputes are processed pursuant to the UCP.

The Charter Schools Department Staff believes this section includes a reasonably comprehensive description of the process of resolving disputes between SCCOE and AJH, which may be supplemented through the updated MOU or addendum, but the discussion of procedures for

processing internal complaints must be clarified through the MOU and/or an addendum to the MOU.

O. Element Fifteen: Closure Protocol

AJH outlines a process to be used if the charter school closes. Once documented as official action by the AJH Board, there is a process addressing notification of all entities, and to ensure smooth transition of students and pupil records to suitable alternative programs. AJH will provide a Final Audit and plans for disposition of assets and liabilities and transfer of public records. On closure, the school shall remain solely responsible for all liabilities arising from the operation of the school. As a non-profit public benefit corporation, the APS Board will follow the California Corporations Code for any dissolution of the corporation and make all necessary filings with appropriate state and federal agencies. As part of the SCCOE standards of excellence contained in the 2017 MOU, AJH agreed to supplementary closure procedures described in the 2017 MOU, and in the case of a discrepancy between the 2017 MOU and Charter closing procedures, the 2017 MOU will prevail, so the procedures in the 2017 MOU informed CSD Staff's analysis of this Charter element.

CSD Staff notes that the Renewal Petition specifies:

On closure of the Charter School, all assets of the Charter School – including but not limited to all leaseholds, personal property, intellectual property developed or acquired using state or federal funds, and all ADA apportionments and other revenues generated by students attending the Charter School – which have been determined to have been generated exclusively through state and federal apportionment funds for Charter School students, after payment of all debts and liabilities and refunds to applicable agencies, shall remain the assets of the Alpha Public Schools corporation.”

This is in direct contravention of the requirements of the 2017 MOU, which specifies:

Notwithstanding any rule, regulation, Charter provision, corporate Bylaw or document to the contrary, on closure of the Charter School, all assets of the Charter School . . . which have been determined to have been generated exclusively through state and federal apportionment funds for Charter School students, after payment of all debts and liabilities and refunds to applicable agencies, shall be distributed to another Alpha school within Santa Clara County or if there are no other Alpha schools in Santa Clara County to a California public school or school district, which identity shall be determined by mutual agreement between Alpha Public Schools and SCCOE.

As noted, the 2017 MOU remains in full force and effect during any renewal term, and it specifies that the Closure Protocol therein prevails in the case of a conflict with the Charter. Thus, the provision proposed by AJH whereby APS retains state and federal apportionment funds in the case of closure of AJH, which is inconsistent with the requirements of the 2017 MOU, is impermissible and superseded by the current MOU and any updated MOU or addendum to the MOU.

The Charter Schools Department Staff believes this section, only as supplemented and updated through the MOU or any addendum, includes a reasonably comprehensive description.

Required Supplemental Information

CSD Staff reviewed the AJH Renewal Petition, which includes the budget narrative, projected budget, and cash flow for Fiscal Years (FY) 2025-26 through 2029-30. CSD Staff also reviewed supplemental documents and the public hearing information to assess and provide clarification on AJH's financial position. The supplemental documents include, but are not limited to, financial audits, monthly financial statements, state-required financial reports, annual visit documents, and the Fiscal Crisis Management Assessment Team (FCMAT) Local Control Funding Formula (LCFF) Calculator, which CSD Staff recreated to recalculate the LCFF Revenue sources reported in the petition for accuracy.

During the review of the budget for the Renewal Petition, CSD staff identified discrepancies in enrollment numbers for FY 2027-28 through 2029-30 (Years 3-5) between the FCMAT LCFF calculator and Petition Appendix 12, the AJH budget narrative Section 1: Revenues, Assumptions for Enrollment and Attendance Projections. CSD staff contacted AJH for clarification, and AJH staff confirmed the discrepancy. On August 30, 2024, AJH submitted updated budget documents with corrected enrollment numbers that aligned with the FCMAT LCFF calculator's enrollment, ADA, and revenue projections. This appears to have been a clerical error in enrollment numbers, and the error did not impact the AJH multi-year revenue projections, which were accurate and aligned with the FCMAT LCFF calculator.

Objects 34 and 35 below reflect the initial submission and updated enrollment data. However, the updated enrollment data demonstrates an increase of 30 students in Years 3-5, bringing the total enrollment for these years to 423 students.

Object 34: AJH Renewal Petition Enrollment Projections (Initial)

	FY26 (Year 1)	FY27 (Year 2)	FY28 (Year 3)	FY29 (Year 4)	FY30 (Year 5)
Grades TK-3	163	133	133	133	133
Grades 4-6	174	174	144	144	144
Grades 7-8	86	116	116	116	116
Total	423	423	393	393	393

Object 35: AJH Renewal Petition Enrollment Projections (Updated)

	FY26 (Year 1)	FY27 (Year 2)	FY28 (Year 3)	FY29 (Year 4)	FY30 (Year 5)
Grades TK-3	163	133	133	133	133
Grades 4-6	174	174	174	174	174
Grades 7-8	86	116	116	116	116
Total	423	423	423	423	423

Enrollment & Average Daily Attendance (ADA)

Objects 36 and 37 below show AJH's historical and projected enrollment and Average Daily Attendance (ADA) data. The historical enrollment data indicates AJH experienced enrollment fluctuations in its early

AJH Charter School

years, with total enrollment decreasing from 447 students in 2016-17 to 277 students in 2018-19, when AJH served students in Grades 5 through Grade 8 only. However, enrollment began to increase steadily starting in 2019-20 as AJH expanded its program to include TK through 4th Grade. AJH continued adding one grade per year, culminating in the 2023-24 school year, when it served all grades from TK through 8.

Similarly, AJH’s ADA has mirrored the enrollment trends, showing a decline in earlier years, with a low of 257.72 in 2018-19, followed by a gradual recovery, reaching 413.01 in 2023-24. Additionally, the ADA percentage, which measures the proportion of enrolled students attending daily, has remained relatively stable, averaging 91-93% over the years.

Furthermore, Object 37 demonstrates that AJH's Charter projects a slight decline in enrollment from 453 students in 2024-25 to 423 students in 2025-26, with enrollment stabilizing at 423 students thereafter. AJH has been conservative in budgeting its enrollment projections, and this projection aligns with the California Department of Finance (DOF) forecast of statewide declining enrollment trends.

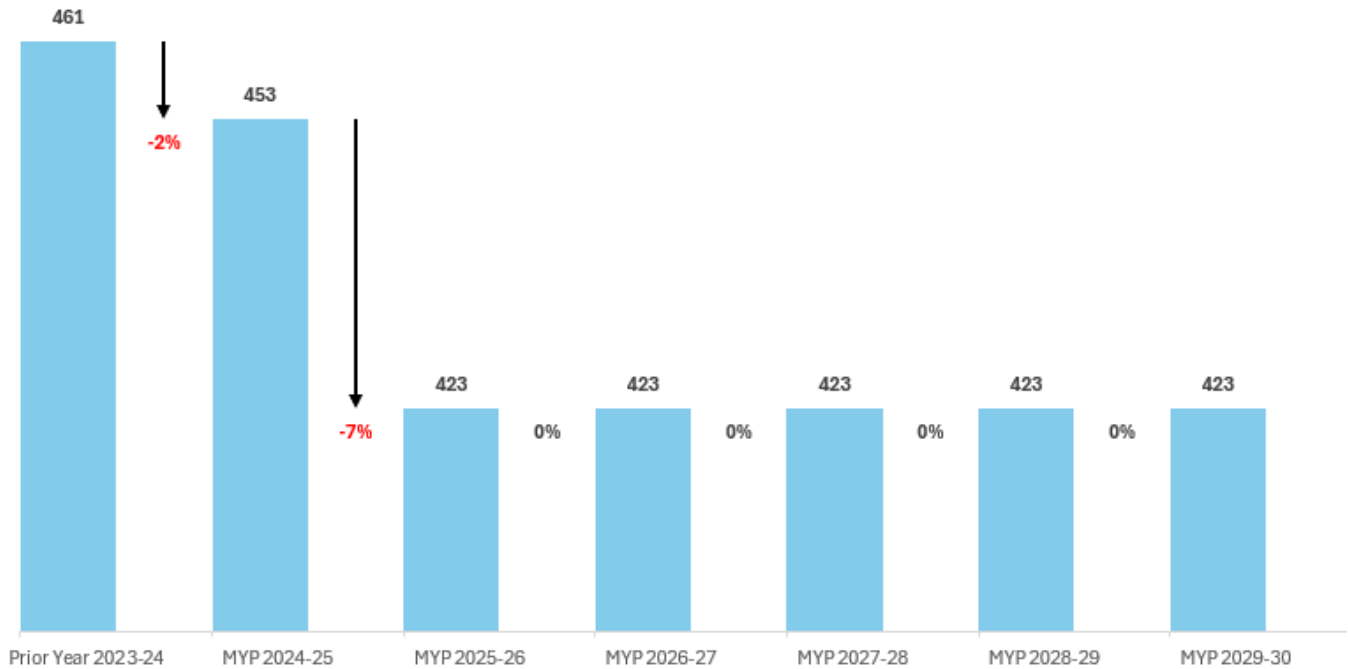
Overall, AJH’s enrollment and ADA projections in the Renewal Petition appear reasonable and are consistent with its historical enrollment trends.

Object 36: AJH Historical and Projected Enrollment and ADA ¹														
	Historical Data								Enrollment Projection					
	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26	2026-27	2027-28	2028-29	2029-30
Grades TK - 3	0	0	0	75	160	193	238	224	193	163	133	133	133	133
Grades 4-6	189	174	116	96	87	94	91	119	174	174	174	174	174	174
Grades 7-8	258	172	161	168	131	125	122	118	86	86	116	116	116	116
[A] Actual Enrollment	447	346	277	339	378	412	451	461						
[B] Projected Enrollment									453	423	423	423	423	423
[C] Year-Over-Year (YOY) Enrollment Change ²	119	(101)	(69)	62	39	34	39	10	(8)	(30)	0	0	0	0
[D] YOY Enrollment Change (%) ³	36%	-23%	-20%	22%	12%	9%	9%	2%	-2%	-7%	0%	0%	0%	0%
[E] YOY Enrollment Growth/ Decline Rate ⁴		-59%	3%	42%	-11%	-3%	0%	-7%	-4%	-5%	7%	0%	0%	0%
[F] ADA	411.64	310.40	257.72	317.49	346.70	373.53	396.96	413.01	421.29	393.39	393.39	393.39	393.39	393.39
[G] ADA % ⁵	92%	90%	93%	94%	92%	91%	88%	90%	93%	93%	93%	93%	93%	93%

¹ Historical enrollment data is based on Census Day enrollment and historical ADA is based on Annual ADA.
² FY 2023-24 ADA data is based on P-2. FY 2024-25 through 2029-30 is based on Renewal Petition Updated Projections.
³ Current Year Enrollment minus Prior Year Enrollment
⁴ Row C/Prior Year Enrollment
⁵ Current Year Enrollment % change - Prior Year Enrollment % Change (Row D)
⁵ Row F/Row A or Row B

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Object 37: AJH Renewal Petition Enrollment Projections



Revenues & Expenses

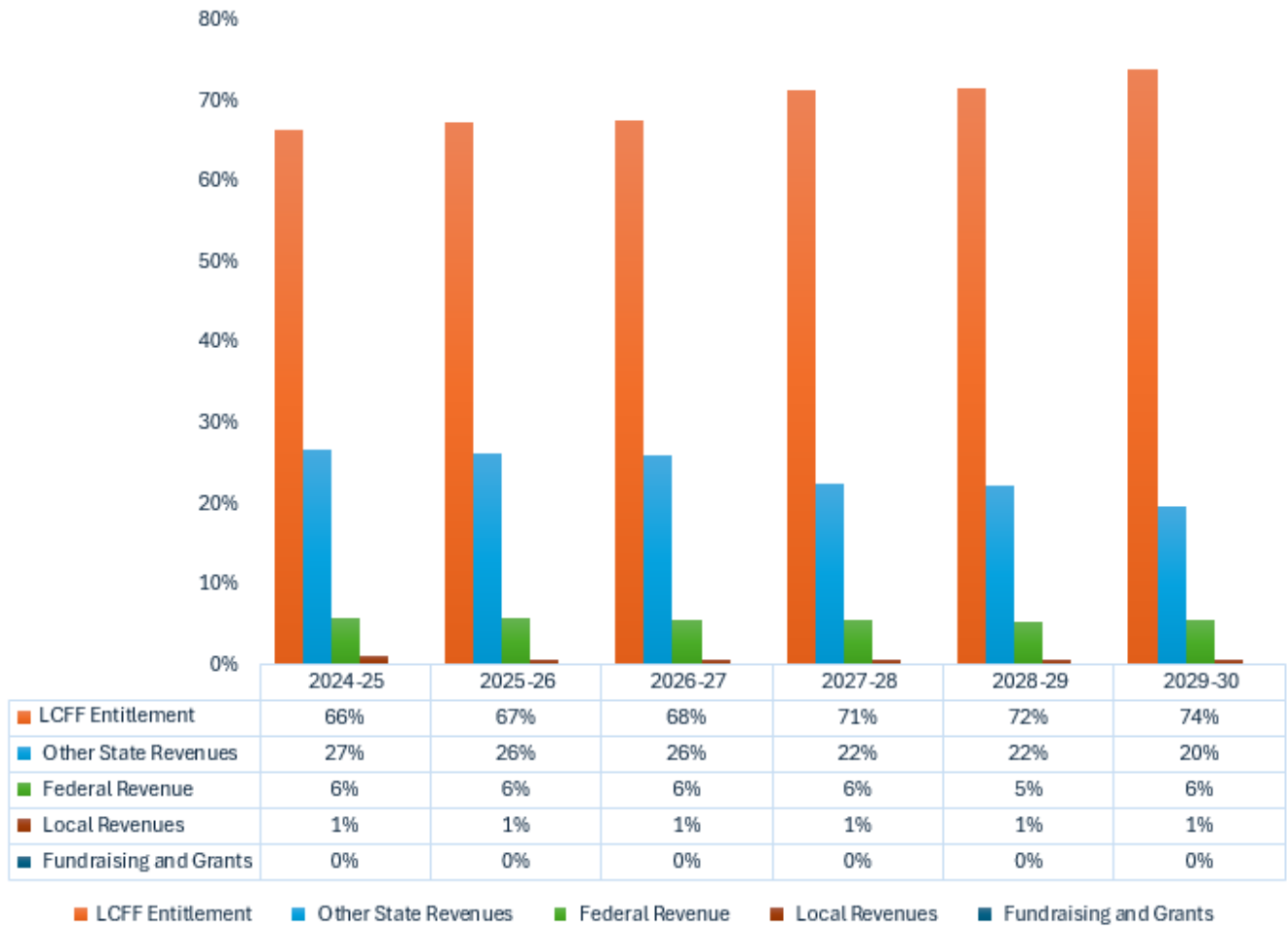
Object 38, below, shows financial projections for AJH over the next five fiscal years (FY 2025-26 through 2029-30). AJH anticipates planned deficit spending in FY 2024-25 and FY 2025-26 due to increased investments in program services to meet student needs. This is followed by a slight surplus in subsequent years. Despite projected deficit spending in earlier years, AJH projects its net assets to grow, with the reserve percentage increasing from 28% to 30% by 2027-28. AJH’s reserve projections appear reasonable and align with historical financial performance.

		Object 38: AJH Renewal Petition Multi-Year Projection Summary ¹					
		2024-25*	2025-26	2026-27	2027-28	2028-29	2029-30
[A]	Total Revenues	9,357,238	8,851,859	9,049,207	8,855,937	9,121,733	9,077,131
[B]	Total Expenses	9,375,039	8,957,419	9,021,437	8,821,133	9,047,670	9,063,510
[C] = [A - B]	Net Income (Loss)	(17,801)	(105,560)	27,770	34,804	74,063	13,621
[D]	Beginning Fund Balance	2,663,068	2,645,267	2,539,707	2,567,477	2,602,281	2,676,344
[E]	Adj. to Beg. Fund Balance						
[F] = [(D+E) + C]	Total Net Assets, End of Year	\$2,645,267	\$2,539,707	\$2,567,477	\$2,602,281	\$2,676,344	\$2,689,965
[G] = [F/B]	Reserve Percentage	28%	28%	28%	30%	30%	30%

1. Source of Data for *FY 2024-25 Adopted Budget, FY 2025-26 - FY 2029-30 AJH Renewal Petition projections.

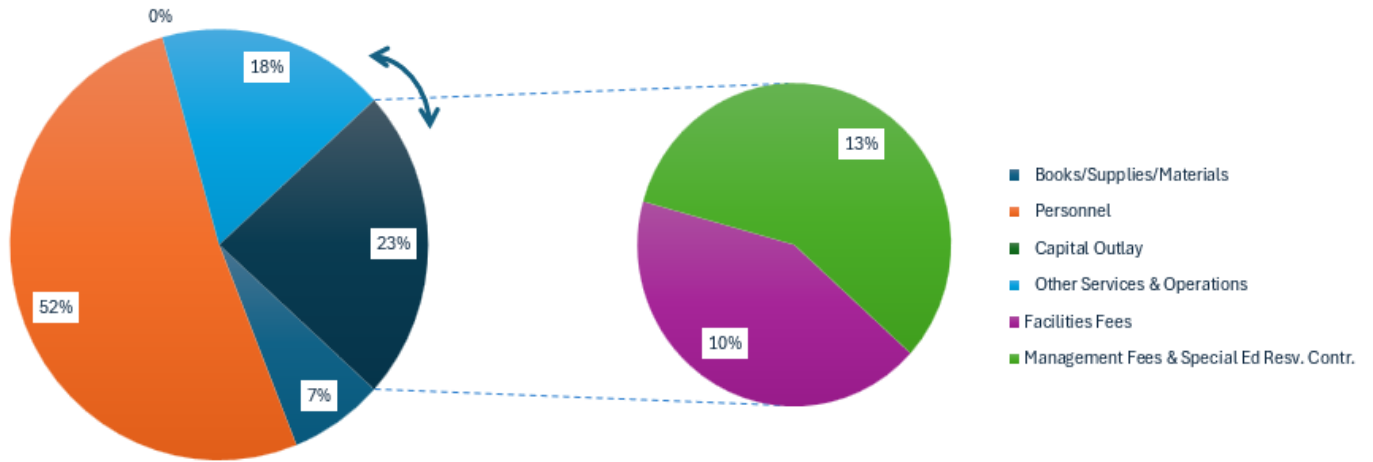
Object 39, below, shows the AJH Renewal Petition projected revenues by various revenue categories. Local Control Funding Formula (LCFF) sources remain the largest revenue source. AJH projects an average of 70% of total revenue from LCFF entitlement, 24% from other state funding, and approximately 6% from federal revenue sources. The presented multi-year budget projects reasonable revenue with the primary anticipated revenue sources including state and federal.

Object 39: AJH Renewal Petition Projected Revenues by Category



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Object 40: AHJ Renewal Petition Projected Average Expenses by Category



**Total Services & Operations: 41% : Management fees & Special Ed. Reserve Contribution 13% and Facilities fees 10% , total 23% managed through APS Network (CMO) and Other services and operations 18% .*

Object 40, above, exhibits AJH's projected average expenditure distribution over the next five years. AJH is projecting an average of 52% of the projected average expenditures in personnel costs; the remaining 48% of expenditures include, but are not limited to, expenses for APS Network management fees, facilities fees, anticipated Special Education reserve, materials and supplies, and other services and operations. Specifically, 13% of average expenditures account for network management fees and special education reserve contributions, 10% for facilities fees, 18% for other services & operations, and 7% for books, supplies, and other materials. These projections are consistent with AJH’s historical expenditure patterns and appear reasonable based on past data.

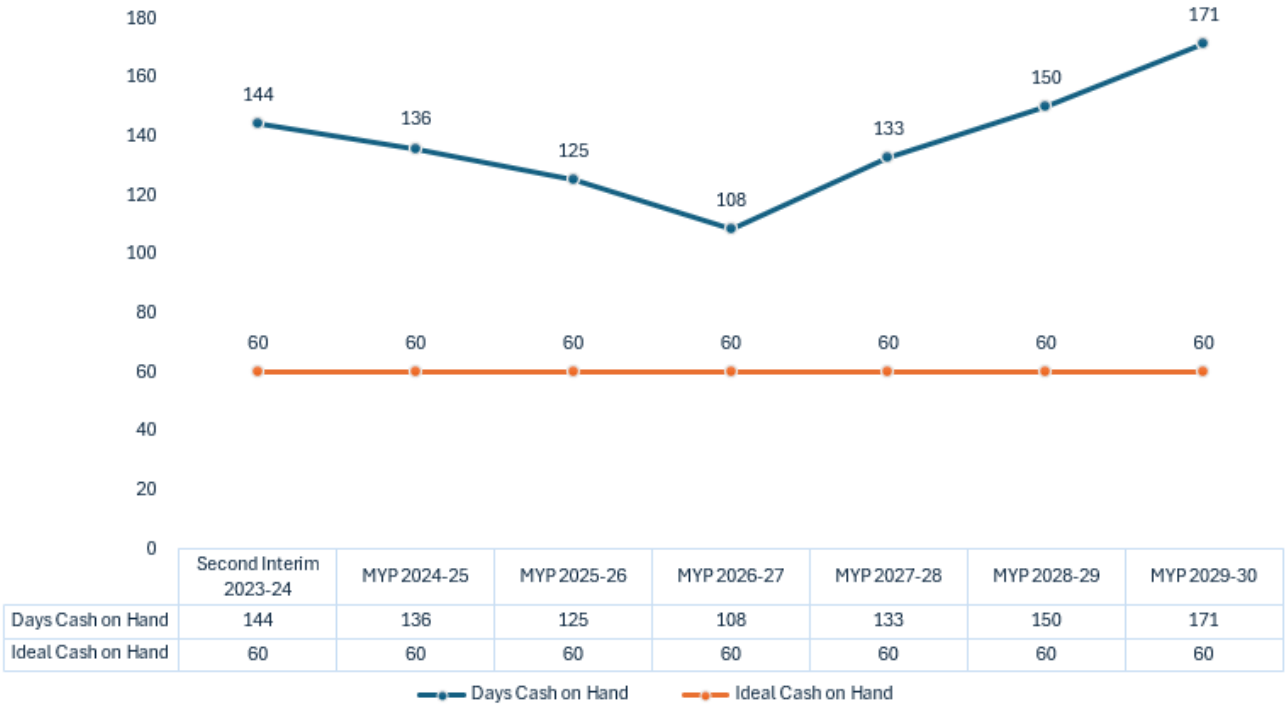
The SCCOE Staff finds that the multi-year budget projections presented in the Charter Renewal Petition include a reasonably comprehensive description of anticipated revenue and expenses and satisfactorily demonstrate AJH’s ability to meet its financial obligations.

Cash Flow

The AJH Charter Renewal Petition includes cash flow projections for FY 2025-26 through FY 2029-30. The cash flow projections include reasonable assumptions regarding the timing of cash inflows from major revenue sources. AJH anticipates maintaining a positive ending cash balance and sufficient cash reserves to meet all its financial obligations during this period. As reflected in Object 41, AJH’s Days of Cash on Hand (DCOH) are projected to exceed the best practice and SCCOE's expectation benchmark of 60 days, with DCOH ranging from 108 days to 171 days by 2029-30. Historically, AJH has maintained an average of

90 days of cash on hand, and the Renewal Petition maintains this trend with a projected average of 138 days for the renewal term.

Object 41: AJH Renewal Petition Days of Cash on Hand (DCOH)¹



¹Days of Cash On Hand: Cash and Cash Equivalents/ ((Total Expenditures-Depreciation)/365)

Potential Civil Liability Effects on the School and County Office

AJH is in compliance with its current MOU, including the insurance and indemnification, defense, and hold harmless provisions. This 2017 MOU will remain in effect until a new MOU and/or addendum to the MOU is agreed upon, which will address any new provisions as required by SCCOE’s risk management team. There is no reason to believe AJH will not continue to abide by SCCOE’s requirements, and the agreed upon MOU and any addendum thereto, as indicated in the Renewal Petition.

5. Exclusive Public Employer

As required by the Charter Schools Act, the Charter specifies APS shall be deemed the exclusive public employer of the employees of the Charter School for the purposes of the Educational Employment Relations Act (“EERA”).

6. Requirements for Grade-Levels Served, Facility Location, and Students Served

AJH currently serves TK-8. It is located within the boundaries of the ARUSD at facilities through an agreement with ARUSD, and the Charter specifies AJH’s intent to continue working with ARUSD for its ongoing facility needs. AJH is located at 1601 Cunningham Avenue, San Jose, CA 95122.

The Charter Schools Department Staff found the Petitioners are able to meet the requirements for grade levels served, facility location, and students served.

7. Any Other Criteria Set Forth in the Statute

Since AJH’s Charter was last renewed, several new laws have gone into effect, including but not limited to AB 1505, AB 1507, AB 1219, SB 126, SB 820, and SB 98, which enacted broad changes to the Charter Schools Act. AJH will need to comply with the changes to the law.

CONCLUSION

The Charter Schools Department Staff reviewed AJH’s Renewal Petition, including its School Improvement Plan and verified data of measurable increases in academic achievement, in response to AJH being designated as a low performing school, utilizing the criteria for possible charter renewal set forth in Education Code Sections 47605, 47607, and 47607.2.

Based on observations and conversations resulting from the site visit, in conjunction with the CSD Renewal Petition review, the clear and convincing evidence of a positive growth trajectory as demonstrated by AJH’s NWEA verified data, including the most recent data showing one year of growth for one year in school, and AJH’s commitment to taking meaningful steps to address the underlying cause(s) of low performance, which have been partly addressed through the currently adopted School Improvement Plan, Charter Schools Department Staff recommends that the SCCBOE conditionally renew the AJH Charter for two years. CSD Staff further recommends that the renewal be subject to the condition that the Charter School and SCCOE enter into an updated MOU and/or an addendum to the MOU on or before December 6, 2024, or such later deadline as may be agreed to by the County Superintendent or designee, to address each of Staff’s concerns, including those specifically reviewed in this Staff Analysis and Proposed Findings of Fact, including those relative to the need for AJH to revise and supplement the School Improvement Plan and have it adopted by the APS Board, along with increased oversight through quarterly progress meetings with CSD Staff and continued fall and spring submission of performance assessment data, as well as any additional requirements identified by the SCCBOE, and adopt the Board Resolution Conditionally Approving the Charter Renewal for AJH Charter School for the period of July 1, 2025, through June 30, 2027, and, Alternatively, Making Written Factual Findings Supporting Denial & Denying the AJH Charter School Charter Renewal if the Conditions Are Not Met.

Student Impact

The Charter School Department provides oversight and monitoring for 21 County Board of Education authorized charter schools. AJH was authorized in 2013 and currently serves approximately 450 students.